



## **Access for All Self-Assessment Toolkit: Checklist 1**

### **Disability Access for Museums, Libraries and Archives**

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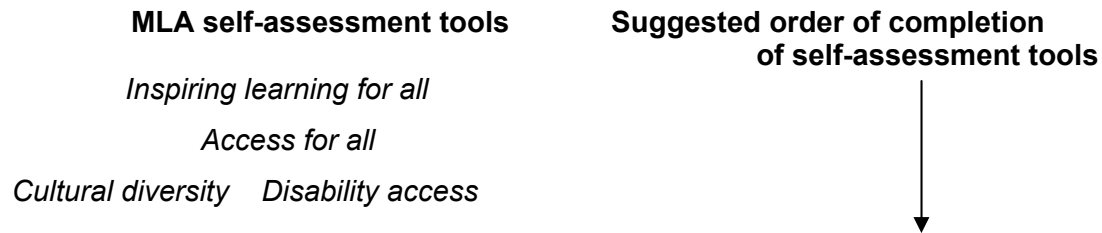
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**DETAILS OF ORGANISATION AND PEOPLE COMPLETING THE CHECKLIST**

<b>Name of Organisation:</b>		
<b>People completing checklist</b>	<b>Name</b>	<b>Role</b>
	Lead:	
<b>1<sup>st</sup> Review date (eg. Annually)</b>		
<b>Next Review date:</b>		

## Introduction

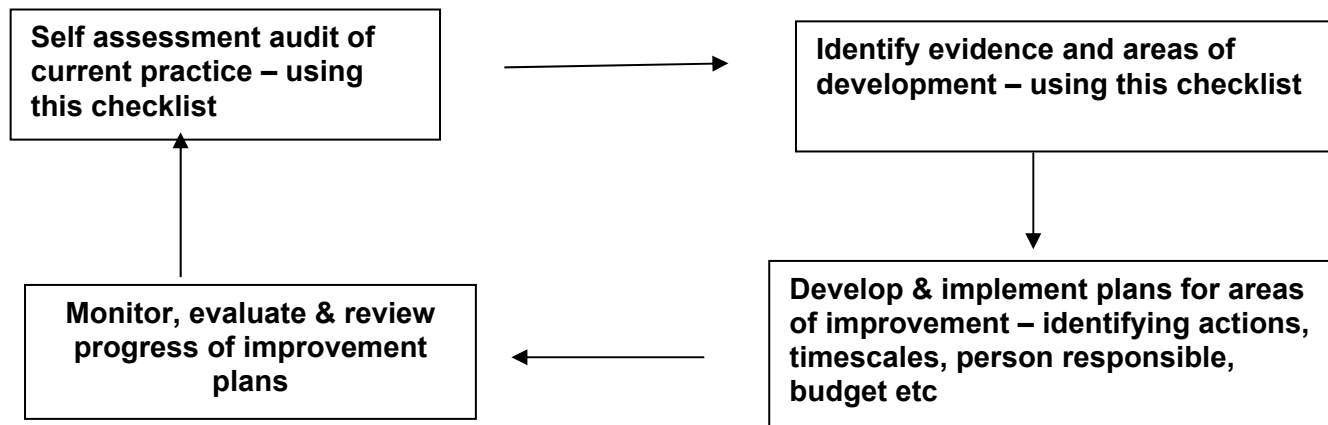
MLA has produced a series of self-assessment tools (see list below) to help museums, libraries and archives to develop an understanding of their current practice and to encourage positive developments in relation to a variety of key issues: formal & informal learning, access, cultural diversity and disability access.



We suggest that the self-assessment tools are completed in the order indicated above as they are progressively more specific in their focus. If the tools are completed in the above order, it will also save you time, avoid repetition and help to ensure that all your action plans are inter-related ie your *Access for all* action plan will, hopefully, deal with lots of the issues which your self-assessment using the disability access and cultural diversity checklists will identify.

This checklist aims to help museums, libraries and archives make Disability Access an essential, integral part of their culture and practice.

## How the checklist can help planning for improvement



## Using the checklist

This self-assessment checklist is intended to help you to improve access for disabled people. The statements have been designed, as far as possible, to apply to all museums, archives and libraries but you may find that a few are not applicable to you.

- For each statement complete the relevant box in the 'actual score' column, by entering 0 or 1.

Once all relevant sections have been completed, add the total for each section. Compare your actual total with the possible total for each section to see how well you are doing in each area and identify where improvements could be made. Please note that scores will be affected by factors such as the size, resources and capacity of your organisation.

Using the checklist should give a reasonable indication of how the organisation is performing in different areas. However, it is not comprehensive and does not in any sense replace a full service audit, which would be much more extensive and specific. (See Disability Portfolio guide 4 on Audits ([www.mla.gov.uk/action/learnacc/00access\\_03.asp](http://www.mla.gov.uk/action/learnacc/00access_03.asp)))

This checklist can be used for a number of purposes:

- as a baseline to measure your own progress as improvements are made
- to provide evidence linked to the requirements of MLA's museum registration scheme
- to help demonstrate a library's commitment to the inclusive service envisaged in *Framework for the Future*
- to support other standards such as the *Standard for Access to Archives*.
- to provide evidence of meeting duties under the Disability Discrimination Act (See Disability Portfolio guide 5 ([www.mla.gov.uk/action/learnacc/00access\\_03.asp](http://www.mla.gov.uk/action/learnacc/00access_03.asp)))

## Format and layout of the checklist

The checklist invites you to consider various aspects of your organisation in relation to access for disabled people:-

1. Policy / management
2. Disability access audits
3. Staff training
4. Employment
5. Consultation and feedback
6. Information and publicity
7. Collections and displays
8. Learning and outreach
9. Technology and equipment
10. Buildings and public spaces

## Useful resources

Once you have identified areas for development the *Disability Portfolio* will help you to make improvements. It is a collection of 12 guides on how best to meet the needs of disabled people as users and staff in museums, libraries and archives. It gives valuable advice, information and guidance to help overcome barriers and follow good practice. The guides are available on the MLA website [www.mla.gov.uk/action/learnacc/00access\\_03.asp](http://www.mla.gov.uk/action/learnacc/00access_03.asp). The titles are:

1. Disability in Context
2. Meeting Disabled People
3. Training for Equality
4. Audits
5. Disability Discrimination Act (DDA)
6. Inclusive Information
7. Using Technology
8. Access on a Shoestring
9. Accessible Environments
10. Outreach and Partnerships
11. Consulting Disabled People
12. Employment at Every Level

This checklist can be used on its own, but has been designed to support the **Access for All Toolkit** available on [www.mla.gov.uk/action/learnacc/00access\\_04.asp](http://www.mla.gov.uk/action/learnacc/00access_04.asp).

The Access for All Toolkit is a toolkit of **Inspiring Learning for Learning for All** framework for measuring learning and access in museums, libraries and archives available on [www.inspiringlearningforall.gov.uk](http://www.inspiringlearningforall.gov.uk).

## Further information

This checklist was developed from the questionnaire of the “Survey of provision for disabled users of museums, archives and libraries”, published by MLA (formerly Resource) in 2001. The questionnaire and survey results are on MLA’s website [www.mla.gov.uk/action/learnacc/00access\\_03.asp](http://www.mla.gov.uk/action/learnacc/00access_03.asp)

## Self-Assessment Checklist

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
<b>1. Policy / Management</b> (Disability Portfolio 5)				
1.1 You have a policy that specifically outlines its aims and objectives relating to access for disabled people	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)
1.2 You have a disability action plan	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)
1.3 A designated staff officer co-ordinates disability access in your organisation	1		Places (section 2)	Policy and Planning (section 2)
1.4 A member of the management team or Board is accountable for disability access	1		Places (section 2)	Policy and Planning (section 2)
1.5 All members of staff and volunteers are accountable for disability access and they know it	1		Places (section 2)	Policy and Planning (section 2)
1.6 A commitment to disability access is explicitly required from contractors, where relevant (e.g. web design, interior design)	1		Places (section 2)	Policy and Planning (section 2)
1.7 Policies relating to access for disabled people and/or the disability action plan are being reviewed, monitored and up-dated	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)
1.9 Provision for disabled people is financed by				
Allocating part of revenue budget	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
Allocating part of capital budget	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)
Allocating part of funding for individual projects	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)
Allocating part of acquisitions and exhibitions budgets	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)
Using alternative sources of funding outside budget	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
<b>2. Disability Access Audits</b> (see Disability Portfolio 4)				
2.1 Your organisation has carried out a disability access audit or survey	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)
2.2 The audit was undertaken by disability auditor or consultant adviser	1		Places (section 2)	Policy and Planning (section 2)
<b>2.3 The audit covered</b>				
Policies, plans and procedures which impact on access or equal opportunities for disabled people	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)
Public spaces	1		Places (section 2)	Collections (section 3)
Services provided	1		People (section 1)	Collections (section 3)

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
Collections, exhibits, displays and events	1		People (section 1)	Collections (section 3)
Information and publicity	1		People (section 1)	Marketing & Publicity (section 5)
Employment	1		Places (section 2)	Staffing & Training (section 6)
Staff areas	1		Places (section 2)	Staffing & Training (section 6)
All or most recommendations put into effect	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)
Improvements are monitored and evaluated	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)
There is an ongoing commitment to use audits and consultancy as a tool for identifying future improvements	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
<b>3. Staff Training</b> (Disability Portfolio 2 & 3)				
3.1 Your organisation carries out the following kinds of staff training to increase awareness of disability access				
Disability equality or awareness training	1		Places (section 2)	Staffing & Training (section 6)
Training about the needs of specific groups of disabled people	1		Places (section 2)	Staffing & Training (section 6)

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
Training on the implications of the Disability Discrimination Act	1		Places (section 2)	Staffing & Training (section 6)
Briefings as part of more general training (e.g. induction)	1		Places (section 2)	Staffing & Training (section 6)
3.2 Training is offered to all members of staff	1		Places (section 2)	Staffing & Training (section 6)
3.3 Disabled people are involved as trainers	1		Places (section 2)	Staffing & Training (section 6)

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
<b>4. Employment</b> (Disability Portfolio 12)				
4.1 Your organisation advertises for staff and volunteers in				
National and / or local press	1		Places (section 2)	Staffing & Training (section 6)
In disability press and media (e.g. Talking Newspapers)	1		Places (section 2)	Staffing & Training (section 6)
In Job Centres or through Disability Employment services	1		Places (section 2)	Staffing & Training (section 6)
On your own website or external employment websites	1		Places (section 2)	Staffing & Training (section 6)
4.2 Your organisation monitors whether disabled people apply for jobs or work as volunteers	1		Places (section 2)	Staffing & Training (section 6)
4.3 Disabled people have these roles in your organisation				

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Member of governing body	1		Places (section 2)	Staffing & Training (section 6)
Management position	1		Places (section 2)	Staffing & Training (section 6)
Other paid post	1		Places (section 2)	Staffing & Training (section 6)
Disability specific post	1		Places (section 2)	Staffing & Training (section 6)
Volunteer	1		Places (section 2)	Staffing & Training (section 6)

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
<b>5. Consultation and Feedback (See Disability Portfolio 11 )</b>				
5.1 Your organisation consults the following about access for disabled people				
Local and national disability organisations	1		People (section 1)	Users & Potential Users (section 4)
Members of staff who take an interest in the area	1		Places (section 2)	Staffing & Training (section 6)
Disabled people who are users	1		People (section 1)	Users & Potential Users (section 4)
Disabled people who are not users	1		People (section 1)	Users & Potential Users (section 4)
People participating in consultation meetings are asked about their access requirements and provided with relevant support	1		Places (section 2)	Users & Potential Users (section 4)

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
Your organisation has an advisory group of disabled people	1		Policies, plans, performance & People (sections 1,4)	Users & Potential Users (section 4)
5.2 You report back to those consulted when ever you consult	1		Policies, plans, performance & People (sections 1,4)	Policy and Planning (section 2)
5.3 Your organisation can name improvements made through consultation with disabled people	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
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**6. Information and Publicity** (see Disability Portfolio 6)

6.1 Your approaches to providing information are

Main service leaflet contains access information	1		People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)
Text for this leaflet is written in plain English	1		People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)
Clear print guidelines are used for this leaflet ( <a href="http://www.rnib.org.uk">www.rnib.org.uk</a> )	1		People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)

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6.2 A specific, more detailed, access guide is provided	1	People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)
6.3 The access guide contains information or guidance for visually impaired people	1	People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)
for hearing impaired people	1	People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)
for people with mobility difficulties	1	People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)
for people with learning difficulties	1	People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)
for people with mental health difficulties	1	People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)
6.3 You target marketing and publicity to disabled people using			
Information and displays in reception areas	1	People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)
Features in local press and media on services to disabled people	1	People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)

Publicity targeted at disability organisations and groups	1	People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)
Publicity in schools and centres where disabled and older people go	1	People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)
Publicity via Talking Newspapers, subtitled videos, audiotapes etc.	1	People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)
All publicity and marketing mentions services for disabled people	1	People (section 1)	Marketing & Publicity & Users & Potential Users (sections 4,5)

**Possible Score      Actual Score      Inspiring Learning for All      Access for All**

**7. Collections and Displays** (see Disability Portfolio 6, 7, 10 & 11)

7.1 Your collections and displays are made accessible to disabled people in the following ways

Disability culture and issues represented in collections, stock, resources, displays and services	1	People (section 1)	Marketing & Publicity (section 5)
Information available in accessible formats, such as large print, audio and Braille	1	People (section 1)	Marketing & Publicity (section 5)
Sign language interpreters/videos for displays, events, talks etc	1	People (section 1)	Marketing & Publicity (section 5)

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Collections, displays and events takes account of the needs of people with learning difficulties (e.g. accessible language)	1	People (section 1)	Marketing & Publicity (section 5)
Account is taken of disability access issues in the planning, acquisition, arrangement, design and physical accessibility of collections, exhibitions and stock (see also section 10)	1	Places & People (section 1,2)	Collections (section 3)
Clear labels and display panels using large print and possibly Braille (see also section 10)	1	People (section 1)	Collections (section 3)
You work with relevant agencies to improve access to your services (e.g. disability organisations, access groups, transport providers)	1	Partnerships (section 3)	Partnerships & Networking (section 7)
You consult with disabled people on the planning and content of collections, stock and displays	1	People (section 1)	Users & Potential Users (section 4)
Your organisation records the experience it gains in presenting and/or interpreting collections to specific groups of disabled people	1	Policies, plans, performance (section 4)	Policy and Planning (section 2)

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
<b>8. Learning and Outreach</b> (Disability Portfolio 10)				
8.1 You adopt various approaches to learning and outreach programmes for disabled people				

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
Partnerships with schools or centres where young disabled people or adults go	1		Partnerships (section 3)	Partnerships & Networking (section 7)
Links with disability groups and organisations	1		Partnerships (section 3)	Partnerships & Networking (section 7)
Mobile and other off-site services convenient for disabled people	1		People & Partnerships (sections 1,3)	Partnerships & Networking (section 7)
All educational activities, events, talks are accessible to all	1		Policies, plans, performance & People (sections 1,4)	Users & Potential Users (section 4)
Internet-based remote access services for disabled people	1		People (section 1)	Collections (section 3)
Other approaches	1			

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
<b>9. Technology and Equipment</b> (see Disability Portfolio 7)				
9.1 You use new technology to improve access for disabled people.			Policies, plans, performance (section 4)	Users & Potential Users (section 4)
Your website meets Level AA of world webaccessibility standards or a plan is in place for reaching this standard	1		Policies, plans, performance & Places (sections 2,4)	Policy and Planning & (sections 2,5)

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
Speech-to-text and/or text-to-speech computer software	1		Places (section 2)	Users & Potential Users (section 4)
Audio, video, multi-media and/or interactives are purchased or designed with the requirements of disabled people in mind	1		Policies, plans, performance (section 4)	Policy and Planning (section 2)
E-mail for information or promotional materials	1		People (section 1)	Marketing & Publicity (section 5)
Assistance to enable disabled people to use the technology	1		Places (section 2)	Staffing & Training (section 6)
9.2 You provide other tools and equipment (See Disability Portfolio 8)				
Height-adjustable tables and desks	1		Places (section 2)	Collections (section 3)
Focused lighting to assist with reading or other tasks	1		Places (section 2)	Collections (section 3)
Audio and visual public information systems	1		Places (section 2)	Collections (section 3)
Magnification equipment	1		Places (section 2)	Collections (section 3)
9.3 The accessibility of technology, especially of the website and any interactives is evaluated by disabled users	1		Policies, plans, performance & People (section 1,4)	Policy and Planning & Users & Potential Users (section 2,4)

	Possible Score	Actual Score	Inspiring Learning for All	Access for All
<b>10. Buildings and Public Spaces</b> (see Disability Portfolio 9)				
10.1 Your organisation has				
Designated parking spaces nearby for disabled people	1		Places (section 2)	Users & Potential Users (section 4)
Accessible toilets	1		Places (section 2)	Users & Potential Users (section 4)
Seating available in public areas	1		Places (section 2)	Users & Potential Users (section 4)
Emergency procedures (regularly tested) to assist disabled people	1		Places (section 2)	Users & Potential Users (section 4)
Obstacle free walkways, aisles and corridors	1		Places (section 2)	Users & Potential Users (section 4)
Routine monitoring to maintain access for disabled people	1		Places (section 2)	Users & Potential Users (section 4)
Handrails on walls and both sides of staircases	1		Places (section 2)	Users & Potential Users (section 4)
Easy access to all levels in public areas and staff areas	1		Places (section 2)	Users & Potential Users (section 4)
Colour or tone contrast to enhance orientation and visibility	1		Places (section 2)	Users & Potential Users (section 4)
Taken steps to optimise lighting for visibility (e.g. even lighting between corridors and main spaces)	1		Places (section 2)	Users & Potential Users (section 4)
Induction loops or other sound enhancement systems	1		Places (section 2)	Users & Potential Users (section 4)
Clear signs using giant print, Braille and symbols	1		Places (section 2)	Users & Potential Users (section 4)

## Next Steps

Planning for action and ongoing evaluation

<b>Priority Action 1</b>	
<b>Priority Action 2</b>	
<b>Priority Action 3</b>	
<b>Other Action</b>	