



Improving deaf and disabled
people's access to live music

www.attitudeiseverything.org.uk

Registered Company No. 6397532

Registered Charity No. 1121975

Disability Equality & Customer Care Training



Supported by
**ARTS COUNCIL
ENGLAND**

About Attitude is Everything

What We Do

- We improve access to live music for Deaf and disabled people.
- We work in partnership with audiences, artists and the vents industry.
- We help venues and festivals to understand Deaf and disabled people's requirements and implement best practice.

Who We Work With

- We work with venues, festivals and anywhere live music happens.
- Over 200 venues and festivals have signed up to our Charter of Best Practice.

The Attitude is Everything Charter of Best Practice

- Our Charter of Best Practice is a toolkit for best practice at live events. It is based on twenty years' experience of learning from Deaf and disabled people about the barriers they face and advising event organisers about how to resolve them.
- The Charter is recognised as the industry standard for accessibility by UK Music and over 200 Venues and Festivals have signed up.

Mystery Shopping

- Our work is informed by over 600 Deaf and disabled mystery shoppers who have signed up to visit venues and festivals and give us feedback about their experiences.
- This means that all our recommendations is evidence-based and practical solutions to the barriers that people face.
- Our aim is to assist you to ensure your building, festival, event, product or team are as accessible as they can be to Deaf and disabled people.

Our Training

- We offer:
 - Disability Equality and Customer Care Training.
 - FLASH (Fluctuating Impairment, Learning Disability, Autism, Sensory Impairments and Hidden Impairments) Training
 - ACE (Accessible Creative Environments) Training
- We train an average of 500 people a year.

Find out more

Visit our website at: <http://www.attitudeiseverything.org.uk>

Some Key Facts About Disability in the UK

- 13.9 million people in the UK live with an impairment in the UK today.
(Source: Scope)
 - This is approximately 1 in 6 of the UK population. This is a large number of people who may be coming to your gigs and events and it is important to be able to accommodate them.
 - Not all of these people will consider themselves disabled but all will have legal rights under the Equality Act
- 17% of disabled people were born with their impairments
(Source: The Papworth Trust)
 - This means that 83% disabled people will acquire their impairments through life.
 - People often think of disability as something that happens to other people but it is statistically likely you or someone you know will acquire an impairment at some point through their lives.
- Less than 8% of disabled people require the use of a wheelchair
Source: www.disabilitysport.org.uk
 - Often people equate disability with wheelchair users, largely due to the use of a stick figure of wheelchair user on disability signage.
 - Although the vast majority of disabled people are not wheelchair users, making things accessible for wheelchair users often improves accessibility for everyone.
 - Not all wheelchair users use a wheelchair all the time.
- 28% of disabled people experience poverty
Source: Scope
 - This compares to 18% of the general population.
 - Disabled people are twice as likely as non-disabled people to be unemployed, which is likely to be due to the barriers disabled people face when applying for jobs.
 - However, it is important to be aware the majority of disabled people do not live in poverty and to avoid equating disability with being in need of charity.
 - The government puts the spending power for families that have a disabled person in them at around £249 billion.

Tools and Guides

You may find the following guidance from our website helpful:

Access Starts Online

- How to create clear and comprehensive online access information.
 - Venues:
http://www.attitudeiseverything.org.uk/uploads/general/Access_Starts_Online_-_Venue_Access_Info_Guide.pdf
 - Festivals:
http://www.attitudeiseverything.org.uk/uploads/general/Access_Starts_Online_-_Festival_Access_Info_Guide.pdf

The DIY Access Guide

- How to make grassroots gigs accessible:
 - <http://www.attitudeiseverything.org.uk/resources/diy-access-guide>

Practical Guides

- Handy how-to guides on viewing areas, PA Ticket, accessible campsites and more:
 - <http://www.attitudeiseverything.org.uk/resources/practical-guides>

Publications

- State of Access Reports, our Accessing LGBT+ Spaces Report and lots more:
 - <http://www.attitudeiseverything.org.uk/resources/publications>

Ticketing Without Barriers

- Ticketing is a major factor around accessibility – find out how to get it right:
 - <http://www.attitudeiseverything.org.uk/resources/ticketing-without-barriers>

The “Next Stage” Survey

- A snapshot of accessibility for Deaf and disabled artists:
 - <http://www.attitudeiseverything.org.uk/artists/next-stage-survey-results>

Welcoming People with Learning Disabilities

- 8 simple changes you can make:
 - <http://www.attitudeiseverything.org.uk/news/how-to-welcome-people-with-learning-disabilities-to-your-venue>

The Equality Act

Key Facts

- The Equality Act has been the main piece of legislation around disability equality in the UK since 2010.
- From 1995 to 2010, disability equality was covered by the Disability Discrimination Act (or DDA). The DDA was replaced by the Equality Act and is no longer in place.
- Under the Equality Act, people are protected from discrimination on the grounds of:
 - Race
 - Sex
 - Sexual Orientation
 - Disability (or because of something connected with your disability)
 - Religion or belief
 - Being a transgender person
 - Having just had a baby or being pregnant
 - Being married or in a civil partnership
 - Age
- These are known as “Protected Characteristics”
- People can be considered disabled under the Equality Act if:
 - Their impairment has a substantial effect on their day to day lives.
 - Their impairment has lasted or will last for twelve months or more.
- People protected by the Equality Act include:
 - Wheelchair users
 - People with mobility impairments
 - People with vision impairments
 - People with hearing impairments
 - Deaf people who use BSL
 - People with learning disabilities
 - People with mental health conditions
 - People with progressive conditions
 - People with non-visible impairments
 - Progressive conditions such as Cancer or HIV

Your responsibilities

- As a service provider, it is illegal to discriminate against disabled people when running a business or providing goods or services. This includes anywhere where live music takes place.
- Types of discrimination include:
 - Direct Discrimination
 - Indirect Discrimination
 - Harassment
 - Victimisation
 - Discrimination by Association
 - Discrimination by Perception
 - Failing to make a Reasonable Adjustment

What is reasonable?

- You have to make reasonable adjustments for disabled people in the way you deliver your services. This is so that a disabled person is not put at a substantial disadvantage compared to non-disabled people.
- The following factors will determine if reasonable adjustments can be made:
 - If the change is effective
 - If the change is practical
 - If there are no financial risks and if there are sufficient financial resources available to make the changes
 - The extent of any disruption in day-to-day running of the business
 - If it does not contravene current Health and Safety Laws
- Ultimately it is the courts who decide
- It is not just about making a reasonable adjustment but maintaining it too – an accessible toilet or lift that is not functioning is no longer a reasonable adjustment. Try to make contingency plans for what you will do if equipment does break.
- The cost of a reasonable adjustment should never be passed onto a disabled person.
- Communicate clearly with your customers and be ready to provide information in a range of formats if needed.

Find out More

Read this Equality and Human Rights Commission Guide to what the Equality Act means for your business:

<https://www.equalityhumanrights.com/sites/default/files/what-equality-law-means-for-your-business-2018.pdf>

Why do we use the Social Model of disability?

The Medical Model treats disabled people as a problem

- The Medical Model of disability sees disability as a medical problem which needs to be cured. Disabled people are seen as having, or even being, the problem.
- The medical model says a person cannot fully participate in mainstream society because they are disabled.
- The model suggests the solution to this is to cure disability or, if this is not possible, remove disabled people from society.
- The Medical Model can result in disabled people being trapped in institutions or simply unable to leave the house.

The Tragedy Model treats disabled people as deserving of pity.

- The Tragedy Model of disability sees disability as a “tragedy” and assumes disabled people are suffering and need to be rescued by non-disabled people.
- The model promotes the idea that disabled people are inadequate, helpless and expensive to accommodate and that disabled people lack agency and need non-disabled experts or professionals to decide what they need.
- The model suggests that, when disabled people do achieve remarkable things, they only do so “despite” their impairment and condescendingly praises disabled people for “bravery” when attempting day-to-day tasks.
- Under the Tragedy Model, making things accessible is an act of kindness or benevolence rather than a basic human right.
- The model can result in disabled people feeling patronised, controlled and unable to assert what they need.

The Social Model treats disabled people as people who experience barriers.

- The Social Model was developed by and for disabled people.
- It is widely recognised as the driving force behind the disability rights movement.
- The social model says that disabled people are not the “problem”. The problem is a world that has not been designed in an accessible way.
- The model says that people are not disabled by their impairments but by the way society is organised which creates barriers for Deaf and disabled people.
- The solution to this to make access to education, housing, recreation, businesses and public services accessible and design society in a way that allows everyone to participate.
- Under the Social Model, disability is not an inevitable consequence of someone having an impairment or health condition but something that only happens when barriers prevent a person with an impairment from achieving their goals.
- “Disability is the experience of barriers”.

Types of Barriers

- **Environmental**
 - Environmental barriers can include physical features such as steps or when there is no accessible toilet.
- **Organisational**
 - Organisational barriers are created by society and organisations when they make decisions or create policies that ignore or forget the needs of disabled people.
- **Attitudinal**
 - Attitudinal barriers arise from the way disabled people are perceived and treated. Prejudice, ignorance or lack of education or confidence can lead to attitudinal barriers. The outcome can range from being rude to over-attentive to avoiding disabled people.
- **Communication**
 - The way things are communicated which exclude people with some forms of impairment or long-term health conditions. This is not just about things like using very small print or lots of jargon, or inaccessible web-sites, or not providing British Sign-Language or Irish Sign Language interpreters and so on. It is also about the negative images of disabled people that are often used in the media. We call these 'communication barriers'.
- **Financial**
 - The extra costs of disability – for things like having to use taxis, extra heating, special diets – combined with barriers to getting a job and earning an income.
- **Perception and Representation**
 - Disabled characters are often unrepresented in the media, fiction and film and, where they do appear, they are often portrayed as little more than the sum of their impairments. Very often non-disabled actors are cast in disabled parts and the experience of having an impairment is used as an inspirational journey for the benefit of an – often largely non-disabled- audience.
 - Alternatively disabled characters might be used as a proxy to show how the main character is a good, caring person – or learns to become one – by the virtue of spending time with someone who has an impairment.
 - In fairytales and myths, any form of physical imperfection is seen as synonymous with moral flaws. Heroes and heroines will be beautiful and also virtuous whereas villains will often have some form of impairment
 - The effect of this is to perpetuate myths and stereotypes around disability – non-disabled people view disability as something “other” and unusual that is not “desirable”, which can lead to stigmatisation.

Language and Terminology

We believe it is important that the words we use respect the identity of the people we communicate with. It is essential that we use communication that is inclusive in order to avoid the risk of unwittingly patronising, offending or excluding colleagues or visitors.

Your commitment to equality and diversity should be reflected across all communications. This includes everything from letters, printed publications and marketing materials to websites, videos, emails and telephone and face-to-face conversations. The language used in these communications has an impact on the recipient, their perception of you and may be repeated to other people. The use of discriminatory, prejudicial or exclusive language indicates a lack of professionalism and encourages the exclusion, devaluing and stereotyping of groups or individuals.

Because no universal agreement exists on terminology, and because language and culture continually change, the ideas suggested here should be considered general good practice. Individual disabled people may have their own preference.

- **Tips for General Good Practice**

- Only mention someone's impairment if it is relevant in context
- Use people's chosen way of describing themselves where possible
- Use language that refers to disability in a positive way
- If you don't have to use any of these terms then don't.
- Ask people about their requirements rather than their impairments – you don't need to know what someone's diagnosis is but what it is they need in order for an event to be accessible.

- **What should you do if you accidentally offend someone?**

- Apologise
- Try to learn the reasons what you said has upset someone and think about what to do differently in the future.
- Don't try to defend or justify yourself.
- Don't imply the person is wrong to be offended.
- Don't torment yourself – everyone makes mistakes and the key is to learn from the experience.

- **Common terms and what they mean.**

- **“Disabled people”** is a social model way of describing people who are disabled by society. It is likely to be used by disabled activists and people who are aware of the social model and disability politics.
- **“People with disabilities”** is a person-centred way of describing people who experience disability. It is often used by people who do not wish to be defined by disability but disabled people who follow the social model may object to the term.
- **“Deaf”** with a capital D tends to be used by people who consider themselves to be part of Deaf culture and view their Deafness as part of their culture and language heritage rather than something that disables or impairs them.
- **“Hard of hearing”** may be used by people who acquire hearing loss later in life. Some people refer to themselves as “hard of hearing” because they have some residual hearing but often the difference between “deaf” and “hard of hearing” is simply one of how people prefer to describe themselves.
- **“Hearing impaired”** can be used as a catch-all term for people who are Deaf or “hard of hearing” but some Deaf people may not be comfortable with their hearing being seen as an “impairment” or “disability”.
- The **terms “people with learning disabilities”** and **“people with learning difficulties”** tend to be used interchangeably and there is not currently a consensus that one is more acceptable than the other.
- A **“carer”** is someone who provides intimate personal care – such as helping a person bathe, dress or go to the toilet.
- A **“support worker”** is someone who works in a professional role to support someone.
- You will not know – and do not need to know – whether the person who supports a disabled person at an event is a “carer” or “supporter worker” so we would recommend using the terms **“Personal Assistant”** or **“Essential Companion”** to describe a person who supports a disabled person at an event.

- **Examples of why language can be inappropriate**
 - Words or phrases that were once appropriate but now have acquired negative connotations:
 - “Mental Retardation”, “Spasticity” and “Mongoloid Disorder” were all, at one time, medical terms which have acquired negative connotations over time.
 - “Cripple”, “Handicapped”, “Special Needs” and “Invalid” are all terms that were once widely used but would not be appropriate today.
 - Words or phrases which have a specific meaning but get used very generally.
 - Dwarfism is a medical condition but gets used as a catch-all term when there are well over 100 conditions that could may cause somebody to be of short stature.
 - Words or phrases which make assumptions about how people think and feel
 - The term “wheelchair bound” implies somebody in a wheelchair feels constrained by it.
 - The term “suffering from...” implies disabled people must be unhappy about their impairment.
 - Words or phrases which trivialise disability or mental health
 - A person with Tourettes may have a number of involuntary tics, which may or not include swearing. There is no valid comparison between somebody who swears a lot and someone who has Tourettes.
 - Obsessive Compulsive Disorder is a condition that causes repeated unwelcome and compulsive thoughts which can cause anxiety and distress. There is no valid comparison between somebody who has OCD and somebody who likes their tea towels to look neat and tidy.
 - Inaccurate or misleading language
 - A “blind dog” is a dog with a visual impairment, not a dog who assists disabled people.
 - A toilet that is accessible to disabled people is an “accessible toilet” A “disabled toilet” implies a toilet that is not currently functioning.
 - Language that is more about the non-disabled speaker than the disabled person.
 - Words like “brave” or “inspiring” suggest that you feel pity and can be condescending to a disabled person.

Impairment-Specific Communication

If a person without a visible impairment wants to use an accessible toilet

- Lots of people who use accessible toilets will not have visible impairments.
- It is not possible to judge on the spot whether someone should or should not be allowed to use an accessible toilet.
- A radar key system can ensure that an accessible toilet is only used by people who need to use it – but make sure the sign on the toilet explains to customers who they can ask to borrow a radar key.
- If you really feel you have to say something, then be discreet and gently remind people that the toilet is for the use of disabled people only. Genuine people will respond with a genuine reason.

If you see a wheelchair user and think they need assistance:

- It doesn't hurt to politely ask if they need help. In fact, it shows that you are being conscientious, aware and helpful.
- Establish good eye contact if you can.
- Simply ask discreetly "can I assist you?" or "do you need some help?"
- They may not need any assistance so don't be offended if they say no.
- If they say yes, ask the person "What's the best way to assist you?" and then be guided by them.
- Always speak to the wheelchair user and not their personal assistant.
- Never ever push a wheelchair user without their consent.

If you are assisting someone with a visual impairment:

- If you know the person's name, use it to ensure they know you are talking to them.
- In order to get their attention, touch them lightly in a non-invasive part of the body, such as the shoulder or upper arm.
- Identify yourself and explain your role
- If you are in a sales or information position, be patient in explaining all the available options and providing any information the person requests. This may take a little time but the customer deserves access to the same information and standard of service as anyone else.
- If you are guiding someone, allow them to take your arm rather than vice-versa.

If you are communicating with someone who is Deaf or hard of hearing:

- Use natural gestures and facial expressions to help make your point or convey a message
- Don't exaggerate your lip patterns as this is unhelpful to someone lip reading. It is best to speak naturally and at your usual pace
- Make sure the lip reader can see your lips clearly. Avoid putting your hands near your mouth or having glare between you.
- Be aware that if you have facial hair, a regional accent or a foreign accent, your lip patterns are difficult to read.
- People who lip read may only pick up around 60% of what you say the first time so be ready to repeat yourself.
- You may need to speak up but shouting changes the shape of your mouth.
- You may need to find somewhere quieter if possible
- If there is an induction loop and the person uses a hearing aid device, you could suggest this is used.
- You can use the option of pen and paper or a mobile phone to type a message.
- If someone is using a BSL interpreter, be sure to still face and speak to the Deaf or hard of hearing person rather than address the interpreter.

If you are communicating with someone who has a learning disability:

- In general, ensure all information is in Plain English. Avoid jargon and long, complicated sentences.
- Consider providing information in Easy Read. Good examples of Easy Read can be found at www.heartnsoul.co.uk
- Be patient in explaining to the person understands everything they need to know.
- Try to not to speak too quickly and make sure you give the person a chance to ask about any words they do not understand.
- As with any Deaf or disabled person, direct questions to them and not their Personal Assistant.

Example Case Studies

Case Study: Accessible Toilet

There is a person who wants to use the accessible toilet but they do not look disabled.

- What do you do?

Points to consider:

- Does a person have to look disabled or use a wheelchair to be eligible to use the accessible toilet?
- Should you be making judgements in the first place?
- There are plenty of visually impaired people who use the accessible toilet, for example, because the layout is easier to navigate when you have little or no sight. There are plenty of people who do not use wheelchairs, or even use walking sticks, but they still find long distances or steps unmanageable. Therefore they need to use the accessible toilet.
- If you really have to ask, then be discreet and gently remind people that the toilet is for the use of disabled people only. Genuine people will respond with a genuine reason.

Case Study: Wheelchair User

You observe a wheelchair user who you think is struggling through the crowd. You want to offer some assistance but you are unsure of what to do.

- How would you approach them?

Points to consider:

- It doesn't harm to politely ask if they need help. In fact, it shows that you are being conscientious, aware and helpful.
- Establish good eye contact if you can.
- Simply ask the person and ask discreetly "can I assist you?" or "do you need some help?"
- They may not need any assistance so don't be offended if they say no.
- If they say yes, ask the person "What's the best way to assist you?" and then be guided by them.

Case Study: Hearing Impaired

A woman who is hearing impaired comes to the information area and requests some help. You are having some difficulty in communicating with her.

- What do you do?

Points to consider:

These are general points to remember when working with or providing services for people who are Deaf or hearing impaired:

- Use natural gestures and facial expressions to help make your point or convey a message
- Don't exaggerate your lip patterns as this is unhelpful to someone lip reading. It is best to speak naturally and at your usual pace
- Make sure the lip reader can see your lips clearly. Avoid putting your hands near your mouth or having glare between you.
- Be aware that if you have facial hair, a regional accent or a foreign accent, your lip patterns are difficult to read.
- You may need to speak up
- You may need to find somewhere quieter if possible
- If there is an induction loop and the person uses a hearing aid device, you could suggest this is used.
- You can use the option of pen and paper or a mobile phone to type a message.

Case Study: Team Member

Harry has learning disabilities and is joining your team this year. He has no previous experience and is finding the Steward's handbook difficult to follow.

- What are the issues that you might need to be aware of to make sure Harry understands his role?
- What steps can you take to make sure Harry can carry out his role effectively?

Points to consider:

- In general, ensure all information is in Plain English. Avoid jargon and long, complicated sentences. This will be helpful to everyone, not just Harry.
- Produce the Steward's handbook in Easy Read. Good examples of Easy Read can be found at www.heartnsoul.co.uk
- Spend some time with Harry to ensure he understands everything he needs to know.
- Describe what the role consists of and what is expected of a steward and ask him how he feels about the job and responsibilities.
- Give him the opportunity to ask any questions or raise any concerns.
- Respond by putting in place what you can to meet his requirements.
- Keep him informed with the process.

What jobs do stewards do?



Greet people when they arrive at the viewing platform.



Check people's wristbands to check if they allowed on to the platform.



Help to organise chairs on the platform



Make sure the ramp is clear for people to go up it.

Case Study: Merchandise

You are working on the merchandise tent which is really busy with people wanting to buy t-shirts and other products. A customer tells you they are partially sighted and need some assistance. You are really busy and she doesn't look visually impaired.

- What do you think might be helpful in this situation?
- What options are open to you to make sure she is able to purchase if she wishes to?

Points to consider:

- Firstly, the fact she does not look visually impaired is not relevant. If she is telling you she is partially sighted then you consider her to be partially sighted. You **do not** need to know the level of her sight, you **do** need to know how best to help.
- Ask the customer how you can help, listen to their response and take their lead.
- As a general rule, if someone has sight loss then they are unlikely to know what is available. Ask if they would like to know what is on offer to buy. If they say yes, then give an overview and ask if they want more detail on any of the items they now know are available.
- You may be required to describe the designs, available sizes and prices.
- Be patient, it may take a little longer to serve this customer but she has a right to an equal opportunity to buy from your stand. If other customers are waiting then you still need to make sure the partially sighted person is aware of her options and is able to buy if she wishes to.

Case Study: PA Policy

You are reviewing your organisations policies and practices around access for disabled people. One of the services you are keen to clarify are issues pertaining to PAs. You currently offer a two-for-one policy whereby the disabled person buys their ticket and is entitled to a complimentary ticket for someone to act as their Personal Assistant (PA) while they are at your event.

- What issues do you feel need to be clear for your staff and for your disabled customers?
- How might you communicate these to both groups?

Points to consider:

- It is important your staff are aware of why you offer this service and how you want them to deliver it.
- Remember a PA can be a disabled person. However, it is reasonable to require that their impairment should not prevent them from offering the assistance the disabled customer requires.
- It is reasonable to expect that the PA is not heavily under the influence of alcohol which would prevent them from carrying out duties expected of them.
- Typical duties a PA might be expected to assist with may include communication, way-finding, getting drinks from the bar and helping to evacuate.

Case Study: Drinks

A customer arrives at your venue, during the bag search security find a glucose drink. Security refuses entry to anyone bringing drinks in to the venue or make customers throw their drinks away.

- Are there any reasons why a customer might need a glucose drink with them?
- What are the implications of refusing the customer entry with the glucose drink?

Points to consider:

- Customers may have legitimate medical reasons for needing a sugary/glucose drink with them such as Diabetes.
 - Diabetics may need access to a sugary drink quickly due to hypoglycaemia, this is when blood glucose become very low.
 - Having a glucose drink with them will mean they can avert having a 'hypo'. Signs of a hypo can be feeling shaky and irritable, sweating, feeling weak or confused, fainting and in serious cases going into a diabetic (or sugar) coma.
- Refusing the customer entry with a glucose or sugary drink might:
 - Mean they experience a hypo while at the venue. With all the issues this may create for the venue team.
 - Potentially be direct discrimination under the Equality Act. When someone is treated less favourably than others in the same circumstances due to their disability.

Case Study: Assistance Dog – Standing Event

You welcome assistance dogs to your venue and usually look after the dogs during the event and reunite the dog with its owner when it ends. On this occasion a guide dog owner wishes to keep his dog with him at a rock night you are holding which is all standing. The event is loud, dark and will likely be boisterous at times. You do not feel that this is a suitable environment for an assistance dog.

- What factors have you taken into consideration when deciding whether this is suitable?
- How will you communicate your decision to the owner?
- Generally, what considerations should venues give to the attendance of an assistance dog?

Points to Consider

- While it is best practice to seek to accommodate disability related requests your obligation is to be reasonable in the decisions you take.
- While it is best practice to seek to accommodate disability related requests your obligation is to be reasonable in the decisions you take.
- On this occasion it may be reasonable to refuse entry to the assistance dog as:
 - Other customers, and the dog, may be at risk of injury from the dog being fallen over or trodden on.
 - The loud noise and pyrotechnics may frighten the dog and so affect its behaviour or ability to be of use to the owner.
 - While refusal to admit an assistance dog on the sole grounds of evacuation would usually not be a justifiable reason, it may be that in this particular environment concerns regarding evacuation in the event of an emergency are justifiable.
- It is recommended that you offer the owner a complimentary ticket for a companion who can stay with the disabled person and negate the need for his dog.
- Reassure the customer that the dog will be well attended to while he is in the concert
- Many assistance dog owners require their dogs to travel and will prefer they are looked after during the performance. Have a quiet space for the dog to rest. Provide water and an opportunity for the dog to relieve itself. Remember, your venue may be unfamiliar to the owner so offer to take the dog outside to do its business.
- Do not be tempted to fuss assistance dogs when they are working.

Case Study: American Caller

An American customer phones ahead of a visit and has some questions. They explain that they have “spastic cerebral palsy” and they are “wheelchair bound” and they want to know if you provide “carers’ tickets” and “handicapped parking”.

- How do you respond?

Points to consider:

- Give the information as politely and efficiently as possible. Whilst it is okay to mirror the use of “Carer” if that is the term the customer uses, it would not be appropriate to mirror the use of “spastic”, “wheelchair bound” or “handicapped”. Avoid referring to their impairment unless essential (use “cerebral palsy” if so”) and use “wheelchair user” and “accessible parking”.
- At the same time, do not admonish or challenge the customer on their use of language. They have the right to self-identify as they wish.

Case Study: Do's and Don'ts

Your manager has asked you to come up with a customer service guide of 10 basic “dos and don'ts” around etiquette when interacting with disabled customers.

- What would your list be and what are the reasons for your decision?

Example list:

- Do:
 - speak to the disabled person rather than the assistant.
 - ask people if they need assistance.
 - let disabled people explain what they need rather than making assumptions.
 - allow visually impaired customers to take your arm rather than you taking theirs.
 - ask about the assistance rather than the impairment
- Do not:
 - lean on or push someone's wheelchair without permission.
 - assume someone is not disabled simply because they do not have a visible disability.
 - use patronising or infantilising language.
 - ask embarrassing or intrusive questions.
 - exaggerate your lips or shout when talking to people with hearing impairments.

Case Study: How can you improve these viewing platforms?



Points to consider:

Some festivals are still providing just the basics. This is a viewing platform with a ramp and a couple of accessible portable toilets. It has a distinct 'make do' attitude about it.

- The ramp is not fixed securely to the platform.
- The platform is not high enough for disabled people to see above the heads of the crowd.
- There are no kick boards or colour contrasted markings on the ramp or platform.
- There are no loose chairs for accompanying friends, family, personal assistants or non-wheelchair users.

Examples of good platforms:

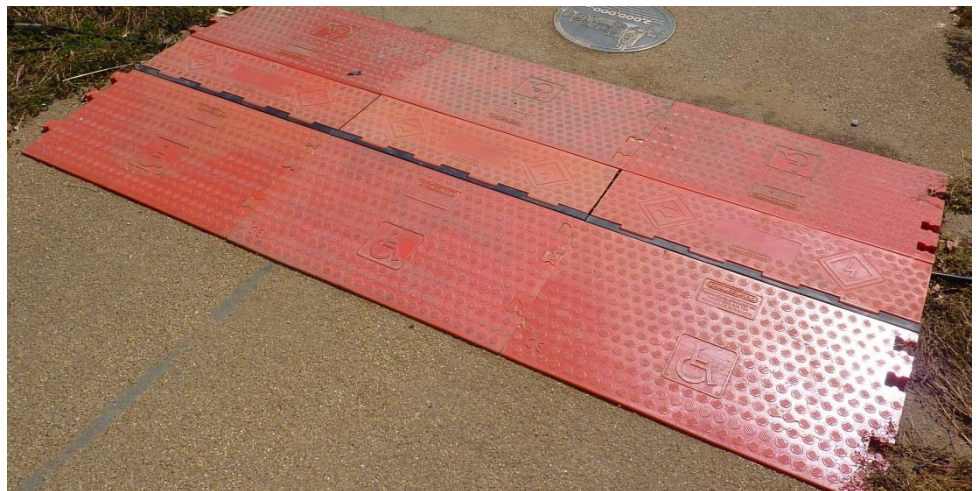


Case Study: What is wrong with these access routes?



Points to consider:

- It is difficult to pass under the guy ropes.
 - Can an alternative route be used?
- There is no access route provided through the people sitting on the ground, getting to the toilets next to the stage would mean having to ask lots of people to move.
- The cable cover would make it difficult for wheelchair users to push over and could be a trip hazard.
 - Can accessibly designed cable covers be used when paths need to be crossed?



Case Study: Viewing Platform Stewarding

Lauren is visually impaired and working on the viewing platform. She is partially sighted and has some useful sight in daylight but her sight decreases at night time or in low light conditions.

- What provision might you put in place to the physical environment where Lauren will be working?
- What else might be useful to Lauren to be able to carry out the role?

Points to consider:

- Ask Lauren if she requires an alternative format to standard print. If she has a requirement for a different format produce information available to stewards such as the steward's handbook in this way. For example, large print, Audio MP3/4, CD-ROM, email (so information can be downloaded onto a computer), might be more suitable.
- Ensure all edgings, rails and kickboards on the viewing platform are colour contrasted to the main ramp/flooring. This is good practice for customers using the platform as well as staff.
- At the beginning of the shift identify any trip hazards or obstacles that could be a danger.
- As Lauren experiences 'night blindness' ask her if she needs to swap her night shifts with another team member so she can do day shifts.
- If required, Lauren might want to use a Personal Assistant. The Personal Assistant can be sourced by her or provided by the festival, such as another volunteer and is there to assist the visually impaired person, not to be another Steward.
- Make sure Lauren understands the role and has an opportunity to familiarise herself with the layout. Give her the opportunity to ask any questions she might have.

Case Study: Accessible Bars and Counters

You have been asked to look at all bars and trader counters in your area, and to ensure that customer service is as accessible as possible.

- What are things you need to consider?
- Is there more than one way in which you might achieve your goal?

Please Consider

- **Access routes:**
 - Ensure that routes are physically accessible.
 - Keep routes clear and well-signposted.
 - Where possible, enable people to avoid queues if they need to.
- **Level access**
 - Consider how to create level access from festival thoroughfares to all service locations.
 - Any constructed ramp should be built according to best practice advice.
 - If a service area is can't be made physically accessible, provide an alternative service.
- **Bars and counters**
 - Where possible, all traders that provide level or ramped access to a bar or counter should have a lowered section built and signposted according to best practice advice.
 - If a lowered bar or counter is not practical or safe, other reasonable adjustments should be considered.
- **Access to merchandise stall and festival supermarkets**
 - Consider how the lay-out and placement of items might impact access.
- **Assistance with customer choice**
 - Provide a personalised and disability-aware service
 - Provide large-print menus across all traders than can be held by customers.
 - Consider how text-only menus might not be accessible to everyone.

Case Study: Child PA

- Your festival has a policy that all PAs should be over 18 years old. You receive an application from a customer for a PA pass from a customer who is a single parent. He wants to bring his eleven year old son as his PA. He says the son is the person who best understands his care needs and already helps him out with similar PA tasks at home. He says he would not feel comfortable having someone else acting as his PA as they would not understand his needs.
 - What potential factors might you need to consider?
 - Is there any further information might you ask for before you make a decision?

Points to consider:

The role of the PA is to support the customer with any access-related support they might need on site. A PA needs to be able to carry out any tasks the customer needs to enjoy the festival. It is important that customers have a PA they feel comfortable with but they also have to be able to carry out the tasks involved.

You might want to consider:

- What are the tasks involved?
- What is the level of support and how much time is involved?
- What is the reason for the policy existing that a PA is over 18? It's absolutely fine to have a policy as long as you can justify it.
- Some festivals would want the PA to be able to support the customer in a personal emergency or an evacuation. Would the child be able to do this?
- Are there any adults in the party who would be able to provide emotional or practical support to the child in an emergency?
- If the parent had to find an alternative PA and buy the child a ticket, would this add an extra cost to the customer?

It is worth considering there may be customers in the accessible campsite who may bring children who carry out PA tasks for them but do not inform you of this. There will also be people with no PA at all, or who are not with their PA at the time of an evacuation. For these reasons, an emergency evacuation policy should never rely on the assumption people will definitely have PAs.