

## WEBSITE ACCESSIBILITY NOTES - FEBRUARY 2020

### Best Practice

The Council's new website passes the WAVE Accessibility test\* with no Errors or Contrast Errors present. Any recorded Alerts are benign.

It is important that when the site is edited or new content is added, the accessibility of the site is maintained, and it is therefore incumbent upon the website editor (e.g. the clerk) to keep accessibility in mind when revising or adding content to the site in

*Specific areas of advice are:*

- ensure that any links (including buttons) are meaningful, even out of the context that they are found in. For example, a link within the text to 'click here' or 'further information' or a button saying 'more' would not be meaningful in isolation. Better examples would be 'further information about planning' or 'view minutes and agendas'
- ensure that underlining is NEVER used on the website itself, nor in any document that is destined for the website, unless the underlined text is a link to a web address
- ensure that each line of text is properly labelled as Paragraph 1, Paragraph 2, Heading 2, Heading 3 and so on. (The name of the PC - the title of the site - is always Heading 1). Use the Themes option within the text editor in WIX to select the appropriate para/heading type and ensure that blank lines are not labelled as headings
- ensure that every image on the site has an appropriate Alt tag - i.e. a description of what the image shows. In WIX, click the image, then the Settings (cog) icon, then enter a Description for the image

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- ensure that there is always a significant contrast between any text and its background. Choose the darkest colours for text and the lightest colours for the background
  - ensure that every document on the site is a PDF document (no Word documents) and that every new PDF added is an Accessible PDF. Further guidance on producing and testing for Accessible PDFs is given in Appendix 1

Further guidance on general principles of best practice for creating accessible content - issued by the Home Office via gov.uk - is provided in Appendix 2.

\* The Web Accessibility Evaluation Tool (WAVE) can be found at <https://wave.webaim.org>. It reports on Errors (things that must be fixed), Alerts (things that need reviewing) and Features (things it has observed in the context of Accessibility but which do not need attention).

For further advice or for support with editing particular features within WIX, please contact Steve Jackman on 07468 907446 or [steve.jackman@me.com](mailto:steve.jackman@me.com)

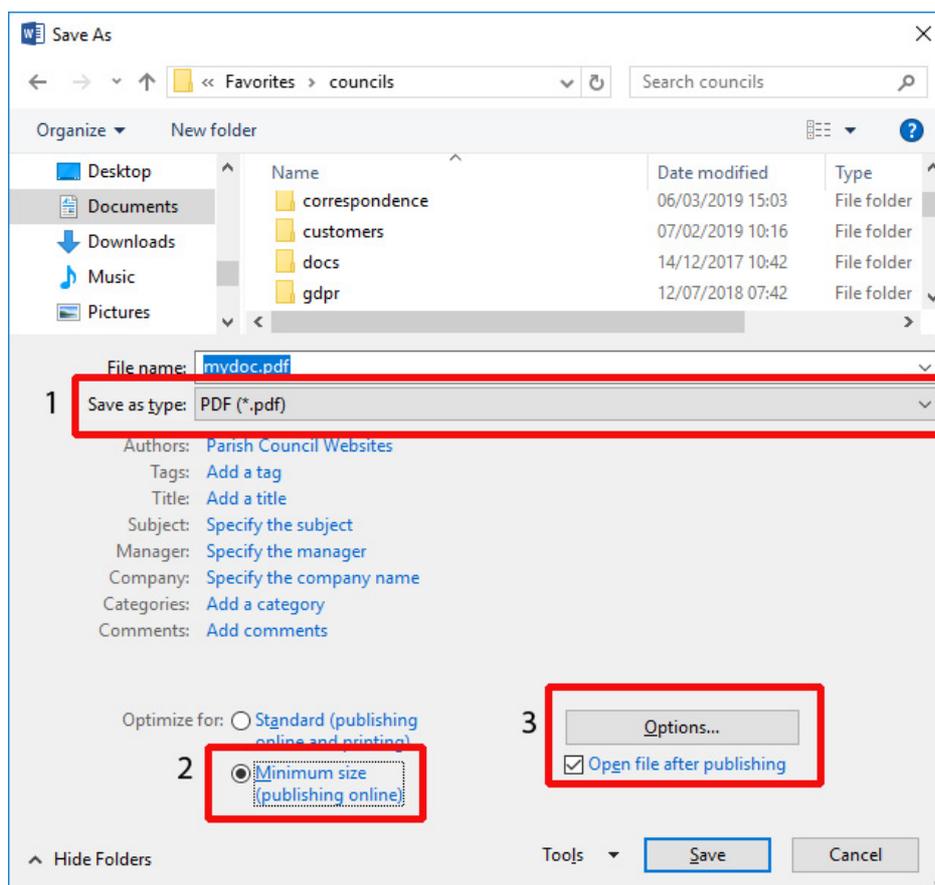
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## APPENDIX 1 - MAKING AN ACCESSIBLE PDF

An accessible PDF is one that can be easily interpreted by, for example, screen reader software. The worst kind of PDF is just a scanned image that has been converted to PDF, which contains no actual text at all. But badly formatted PDFs can be inaccessible too.

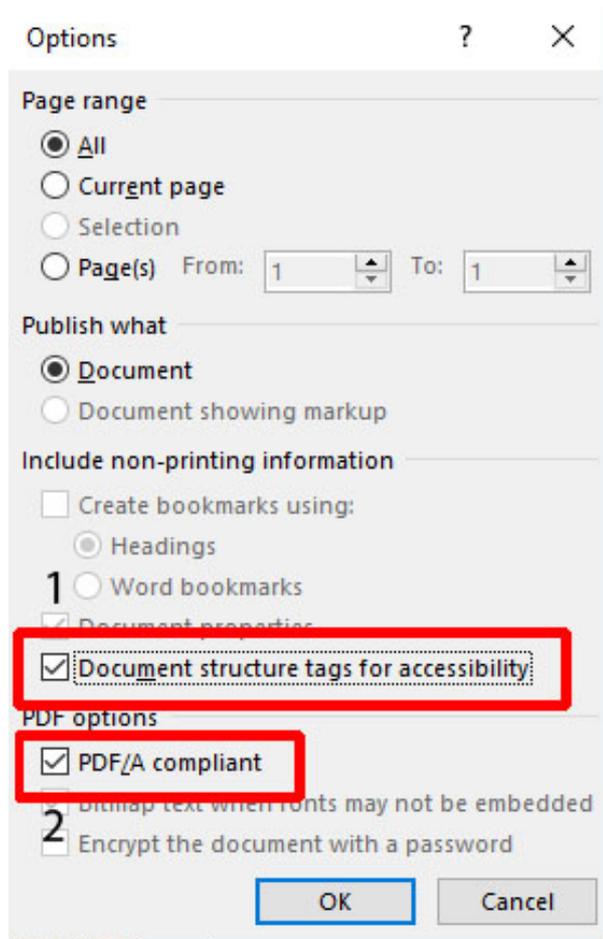
The root to solving this lies in using Word properly. WikiHow has a useful document on this at <https://m.wikihow.com/Create-Accessible-Word-Documents>. Within Word, look under the Review menu for the Check Accessibility menu option - run this as a first test.

To create the PDF, within Word, save your document using Save or Save As. The screenshots below may vary between versions of Word, but the principles will be the same.



1. Under 'Save as type' select PDF (\*.pdf)
2. Select the checkbox for Minimum size (publishing online)

3. Click on the Options button for more options. This will launch the Options window (shown below)



1. Check the box 'Document structure tags for accessibility.'
2. Check the box PDF/A compliant
3. When you have done this, click OK and Save your document.

You can test a PDF for Accessibility using a free online testing tool at <https://www.pdf-online.com/osa/validate.aspx>

## APPENDIX 2 - GENERAL ACCESSIBILITY GUIDANCE

The following images contain general **Do** and **Don't** advice for creating documents or web pages that are accessible, provided by the Home Office via gov.uk.

# Designing for users of screen readers

Do...	Don't...
describe images and provide transcripts for video 	only show information in an image or video 
follow a linear, logical layout 	spread content all over a page 
structure content using HTML5 <code>&lt;h1&gt;</code> <code>&lt;nav&gt;</code> <code>&lt;label&gt;</code>	rely on text size and placement for structure 36pt, bold <code>&lt;h1&gt;</code> Header
build for keyboard use only 	force mouse or screen use 
write descriptive links and headings <a href="#">Contact us</a>	write uninformative links and headings <a href="#">Click here</a>

# Designing for users with dyslexia



## Do...

## Don't...

use images and diagrams to support text



use large blocks of heavy text



align text to the left and keep a consistent layout



underline words, use italics or write in capitals

***DON'T DO THIS***

consider producing materials in other formats (for example, audio or video)



force users to remember things from previous pages - give reminders and prompts



keep content short, clear and simple



rely on accurate spelling - use autocorrect or provide suggestions



let users change the contrast between background and text



put too much information in one place



# Designing for users with low vision



## Do...

use good colour contrasts and a readable font size



publish all information on web pages



use a combination of colour, shapes and text



follow a linear, logical layout

200% magnification



put buttons and notifications in context



## Don't...

use low colour contrasts and small font size



bury information in downloads



only use colour to convey meaning

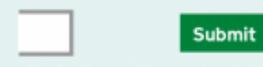


spread content all over a page

200% magnification



separate actions from their context



# Designing for users with physical or motor disabilities

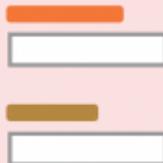


## Do...

make large clickable actions



give form fields space



design for keyboard or speech only use



design with mobile and touchscreen in mind

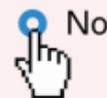


provide shortcuts



## Don't...

demand precision



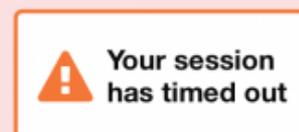
bunch interactions together



make dynamic content that requires a lot of mouse movement



have short time out windows



tire users with lots of typing and scrolling



# Designing for users on the autistic spectrum



## Do...

## Don't...

use simple colours



use bright contrasting colours



write in plain English

**Do this.**

use figures of speech and idioms



use simple sentences and bullets



create a wall of text



make buttons descriptive

**Attach files**

make buttons vague and unpredictable

**Click here!**

build simple and consistent layouts



build complex and cluttered layouts



# Designing for users who are Deaf or hard of hearing



## Do...

## Don't...

write in plain English

**Do this.**

use complicated words or figures of speech



use subtitles or provide transcripts for videos



put content in audio or video only



use a linear, logical layout



make complex layouts and menus



break up content with sub-headings, images and videos



make users read long blocks of content



let users ask for an interpreter when booking appointments



don't make telephone the only means of contact for users

