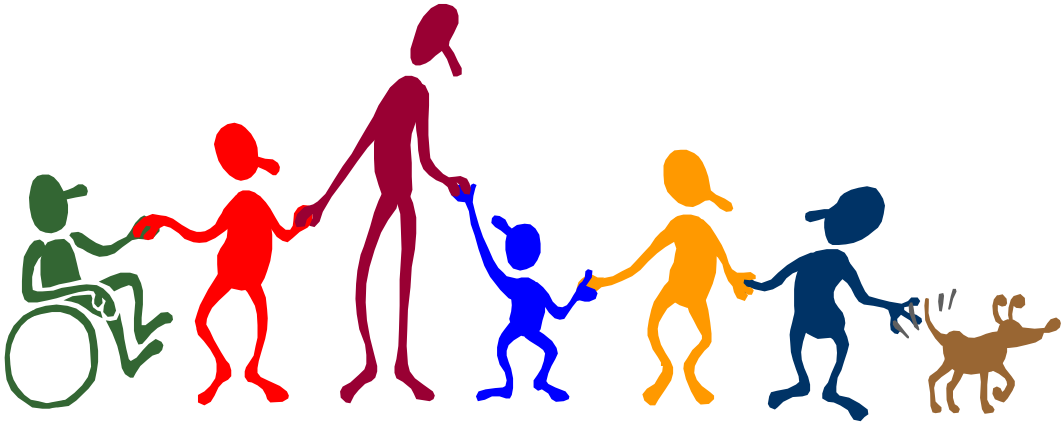
COMMUNITY INCLUSIVENESS

a guide for groups



Developed by Leisure Networks for
City of Greater Geelong and Borough of Queenscliffe
Rural Access Program

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INTRODUCTION

Leisure Networks has produced this guide in partnership with the Borough of Queensliffe and City of Greater Geelong Rural Access Program to support and encourage participation in community life by all people.

While the guide may offer suggestions to address barriers to community inclusion, it is important to see it as part of a process that changes entrenched community attitudes. People from varying backgrounds and abilities live within the community and communities are richer for recognising and valuing difference.

Please use this guide to help you develop more inclusive environments and use the contacts listed to continually advise and assist you in your organisation.

Jill Evans
Manager, Leisure Networks

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- *Geelong Migrant Resource Centre*
- *Barwon Mental Health*
- *Mood Disorder Group*
- *City of Greater Geelong Youth Services*
- *Anna Taylor, Barwon Region Sports Assembly Project Officer*
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The Department of Human Services Disability Services Branch funds the Rural Access Program.

Disclaimer: *This booklet serves only as a guide and represents current Best Practice*. However the issues and strategies are by no means definitive or binding and therefore individual needs must be taken into consideration.
While all care has been taken in the preparation of this document, Leisure Networks accepts no responsibility for losses incurred as a result of persons acting on this information.

FOREWORD

Geelong is Victoria's largest regional city and is situated 75 kilometres south west of the State capital Melbourne. The Borough of Queenscliffe is situated on the Bellarine Peninsula adjoining the City of Greater Geelong. The area is home to nearly 200,000 people.

The strength of the community rests not only in a strong economic sector but also in the way in which members of the community interact with each other on a day to day basis. The Borough of Queenscliffe and the City of Greater Geelong are supporters of strong communities, and have fostered the development of programs that will enable all members of the community equal opportunity to work and play together in a climate accepting of difference.

There are many groups/organisations/clubs that enable people to come together for social contact and activities, or to access facilities, which contribute to the strength of the communities. Certain events, and other yearlong programs promote the multicultural composition of the community, and others encourage people to be involved in recreational and environmental activities.

Both Councils are keen to encourage all in the community to develop their collective and varied strengths regardless of ability, age, gender, race or religion. Both Councils have supported better access to facilities, events and services so that all people will be able to contribute to and enjoy the benefits of the Geelong and Queenscliffe communities and their environment.

It is a challenge to all people in the community to be aware of not just the physical barriers that some people face, but also the personal concerns that others or indeed we ourselves have that inhibit full acceptance and inclusion of all people in our community.

We are proud to promote this 'guide for groups' as it will provide groups with the tools to embrace diversity, to overcome barriers and will enable everyone in the community to fully participate in all areas of life be it social, economic or cultural. Including people with disabilities or people from minority or disadvantaged groups not only enriches their lives, but also enriches the rest of the community.

We will continue to develop a vibrant and inclusive community.

Cr Val Lawrence,
Mayor
Borough of Queenscliffe

Cr Barbara Abley DSJ,
Mayor
City of Greater Geelong

Developing Inclusive Community Groups

Introduction

Developing inclusive community groups means enabling all members of the community regardless of age, ability, income, education, sexual preference, race or religion to be active, valued participants.

Inclusiveness embraces diversity.

What is Access/Inclusion?

Access means having no impediments to involvement; inclusion means having the option to be involved, or to participate. When we think of access to facilities or activities, too often our thoughts turn to the physical barriers that prevent people with disabilities from participation. While such concerns are obviously relevant to the opportunities available for participation, there are other less tangible barriers affecting broad groups of people that limit access and inclusion and are of equal, if not greater significance.

Which groups?

All groups, from formal sporting clubs to art and environment groups, even informal walking groups, need to consider the way in which they are formed, shaped and succeed through their membership.

How Does Inclusion Work?

Inclusion will only work if communities embrace the idea of including people of ALL ABILITIES into the community at all levels and encourage all members of the community to have a part to play in the success of the group. Inclusion involves the integration of people with varying abilities and backgrounds into mainstream activities within communities and associated groups. Any organisation is only as good as the contribution of the people who form the group and it is the responsibility of all members to recognise the value of each contributor.

Inclusion is about acknowledging the role that every person plays within a community. A community is successful if it achieves positive

results for all members and if it has the enthusiasm and support of all members to make it sustainable.

What does an inclusive environment mean to the people who use it?

- An inclusive group can contribute to community safety and develop a social network for people who may not have previously had a feeling of belonging
- Inclusive group environments empower individual members as well as local and community groups
- Inclusive organisations become a hub and are key social spaces, which contribute to community and cultural development
- Being able to access a facility reduces the fear of isolation from mainstream activities and builds mutual trust within the community.

What does it mean to be part of a group?

Participation is central to the notion of being a member of a group. Participation may be active or passive and will vary from time to time. While the range of pursuits and degree of participation may vary greatly, all people have a right to make these choices for themselves. A community is by its nature composed of individuals whose quality of life depends upon effectively functioning communities.

Participation can be defined as involvement in structured or unstructured activities. Positive communal activity provides people with enjoyment and personal pleasure, and results in improved health, physical, mental and social benefits.

Individuals each have a role to play in creating an inclusive environment, by being willing participants in the group's processes, and by creating a warm and friendly environment for all members regardless of ability and backgrounds.

A strong community is one that allows all members of the community, regardless of age, sex, race, religion, socioeconomic status, ability and geographical location to have access to a broad range of quality opportunities and options.

- **A welcoming environment**

  People, whether they have a disability or not, will feel comfortable in an environment that makes them welcome. Consider orientating people around your facilities and introduce yourself and others to them. Conduct regular reviews of your organisation's inclusive policies and procedures.

- **Think outside the norm**

  When considering the input of people with disabilities or other disadvantages to community based groups or activities, we often focus too much on what people may not be able to do whilst forgetting about all the things they can do. Groups can require input in terms of general management, administrators, assistants, maintenance, organisers, fund-raisers, supporters, etc. Involvement in all of these areas adds to group success as responsibility for such activities contributes to a feeling of active participation, appreciation and belonging.

- **Consider or value all contributions**

  While people with disabilities or other disadvantages may require assistance in some areas of their participation, their involvement in other areas should not be met with unusual or extraordinary treatment. Genuine participation in community based groups requires contributions from all participants regardless of ability. People are who they are because of life experiences and should be valued not just by their level of participation.

Legislation that promotes the inclusion of all members of the community

The Disability Discrimination Act, 1992

The Disability Discrimination Act (DDA) was passed by Federal Parliament to protect the basic rights of people with disabilities throughout Australia. The primary objectives of the DDA are to ensure that people with disabilities are treated as fairly as others in all spheres of life including:

- *work, accommodation, education, access to premises, clubs and sport; government services and*
- *the provision of goods, facilities, services and buying of land.*

The DDA seeks to ensure that people with disabilities and also their friends and carers are not discriminated against. The Act is also designed to promote recognition and acceptance within the community of the principle of fairness.

The definition of "disability" in the DDA includes:

- *Physical*
- *Intellectual*
- *Psychiatric*
- *Sensory*
- *Neurological, and*
- *Learning disabilities, as well as*
- *Physical disfigurement, and*
- *The presence in the body of disease-causing organisms.*

This broad definition is meant to ensure that everyone with a disability is protected. The DDA covers a disability which people:

- *Have now,*
- *Had in the past (eg: a past episode of mental illness),*
- *May have in the future (eg: a family history of a disability which a person may also develop),*
- *Are believed to have (eg: if people think someone has AIDS).*

The DDA also covers people with a disability who may be discriminated against because:

- *They are accompanied by an assistant, interpreter or reader,*

- *They are accompanied by a trained animal, such as a guide or hearing dog, or*
- *They use equipment or an aid, such as a wheelchair or a hearing aid.*

A person with a disability has a right to take part in sporting activities in the same way as people without a disability. This means a person with a disability must not be excluded from playing a sport if he or she is:

- *Capable of playing the sport, or*
- *Selected to play the sport on the basis of his or her skills and abilities.*

A person with a disability should also not be excluded from any administrative or other activities associated with the organisation/club.

The Disability Discrimination Act (DDA) makes it against the law for clubs and associations to discriminate against a person because of his or her disability. This means clubs and associations cannot:

- *Refuse to accept an application for membership from a person with a disability*
- *Provide membership on less favourable terms and conditions. For example, a club may want to offer a person with a disability part membership or charge that person more for membership.*
- *Limit a person's access to the benefits and activities offered by the club or association because that person has a disability. For example, restricting the activities a person with a disability can take part in or the hours he or she can use the club.*

The DDA makes it against the law for public places to be inaccessible to people with a disability. A person with a disability has a right to have access to places used by the public.

Community groups must make a 'reasonable effort' to accommodate people with a disability. A reasonable effort may be seen as any action that rectifies a discriminating or potentially discriminating situation. Importantly, however, such efforts need not place undue hardship or threaten the operational viability of the group in question.

The Victoria Equal Opportunity Act 1995

Your Rights

Everyone has the right to a fair go. In Victoria, the Equal Opportunity Act 1995 makes it unlawful to treat someone unfairly (discriminate) or harass (pick on or hassle) them because of seventeen personal characteristics, including age, sex, sexual orientation, disability/impairment, race or religious belief, to name just a few.

This protection covers:

- *employment*
- *accommodation*
- *education*
- *clubs*
- *provision of goods and services*
- *sport*

It is also against the law to discriminate when *selling or transferring land*.

What are my responsibilities?

Along with this right comes the responsibility to give everyone else a fair go. This means treating others fairly regardless of their race, age or other personal characteristics protected by law.

Overview

connecting with the community

Some Barriers and Issues Common to Many Groups in a Community

- Community perceptions of the ability or desire to participate in community life, of people with a disability and minority or disadvantaged groups
- Cost of participation
- Cost or lack of childcare
- Timetabling of activities and lack of flexible programming eg after school hours may not be suitable
- Inadequate or not accessible advertising of activities
- Lack of ramps, handrails etc making facilities difficult, or impossible for some to access
- Some people may not be able to drive due to medication
- Location, lack of transport - access, knowledge or confidence to use public transport

Broad Strategies for Overcoming Barriers

- Provide a comfortable environment both physically and emotionally. Encourage positive and sensitive interaction by all members that is welcoming and accepting of difference
- Educate club/group members about the inclusion and participation opportunities for people with disabilities or other disadvantages
- Ensure facilities are accessible and comply with relevant regulations
- Endeavour to make programming and timetables flexible and provide choice
- Remember that people who may not be able to participate physically in the activity of your club can still participate in many other aspects of club life ie committee member, book keeper, equipment manager, event organiser etc
- Provide concessions for people living on a pension or fixed income
- Ensure widespread advertising in places frequented by various groups that may not readily access advertising eg Doctors Surgeries, Community Health Centres, Libraries, Schools etc

- Advertising by way of fliers, brochures etc could include information relating to:
  - *the availability of childcare*
  - *the cost of membership/participation*
  - *that the activities will be FUN, informal and relaxed*
  - *that participants only need casual clothes*
  - *that activities cater to a range of interests and capacities*
  - *that there is no need for any expertise, emphasise that language or ability is not necessary to participate in the club/group*
  - *that people from all backgrounds and abilities are welcome*
  - *the location is accessible to people with a disability*
  - *that participants can bring a friend/carer/family members*
- Be aware of how your club is marketed ie 'competition' may be too alienating for some who prefer a less threatening more social, fun environment

WOMEN

connecting with the community

Issues for Women

- Need for childcare and a private area to breastfeed for some women
- Feelings of guilt of some women for taking time out to do things for themselves
- Low self esteem and low level of confidence in skill ability
- Fear or anxiety of attending alone
- Previous negative experiences
- Participation may be too challenging or not challenging enough
- Knowledge and awareness of group/club activities
- Consider the timing of your activities ie after school hours may not suit women with children.

Male sole parents can face many of the same barriers as women in participating in community activities.

Broad Strategies for Overcoming Barriers

- Educate club/group members about gender issues
- Check with individual woman about special needs
- Offer a range of social and challenging activities
- Consider times that may suit women or sole parents with families
- As family matters take preference over other plans, take time to discover the reasons for non attendance
- Promote opportunities for children to be involved in the group's activities especially during school holidays or weekends
- Consider childcare needs

Sally had been at home out of the workforce with young children for six years. She had lost confidence and felt her skills, particularly computer skills, were out of date. Sally was a volunteer in an op shop and was asked to do an inventory of stock after shop hours. The co-ordinator obtained some funds to pay a childcare student to look after Sally's children while Sally improved her skills. She gained confidence in her ability and contributed to the more effective management of the shop. Later Sally secured a paid co-ordinator's role in another op shop.

INDIGENOUS PEOPLE

connecting with the community

Issues for People from the Indigenous Community

- Lack of sensitivity or knowledge of Indigenous culture, for example to many Indigenous people, health is not seen as just physical well-being but is a broad concept of well-being in all aspects of a person's life. This includes social, emotional, spiritual, physical and therefore cultural well-being
- Lack of awareness of the diversity and complexity of Indigenous culture
- Difficulty accessing information about culturally relevant formats for activities
- Opportunities to mix with the broader community are often limited
- Many Indigenous people are softly spoken and loud speech can be interpreted as distress or anger

Broad Strategies for Overcoming Barriers

- Seek information about cultural issues from Indigenous sources
- Market activities through culturally relevant sources, eg Wathaurong Aboriginal Co-operative
- Educate club/group members about Indigenous culture and concerns
- Promote positive and sensitive interaction of all club/group members
- Ensure that there is an awareness of cultural sensitivities and beliefs eg direct eye contact and physical contact may be avoided by some Indigenous women unless a friendship or mutual respect has been established
- As Indigenous culture is an oral culture explain the reason why the club/group needs written information, and be clear about how you will use this information and who will see it
- As personal, family or community events can often take precedence over any other arrangements, take the time to discover the reason for non-attendance
- Invite the Indigenous community to open days, events, activities
- Encourage people to bring a friend

PEOPLE from CULTURALLY and LINGUISTICALLY DIVERSE (CALD) BACKGROUNDS

connecting with the community

Issues for People from CALD Backgrounds

- Cultural and religious differences and expectations
- Language difficulties
- People who are new arrivals to Australia may lack awareness of the activities, opportunities and options available
- Your club, group or organisation may not be seen as culturally relevant
- The perceived potential threat or previous experience of racism can deter many people
- Isolation of some CALD groups of people
- Some CALD groups may have different cultural practices with regard to the participation of women
- Limited finances

Broad Strategies for Overcoming Barriers

- Educate club/group members around CALD issues
- Promote positive and sensitive interaction of all club/group members
- Target the Migrant Resource Centre when marketing your club/ group/activity
- Promote activities through a “key leader” eg, an English as Second Language teacher, the Migrant Resource Centre, an ethnic community leader, and home tutors to assist in reaching isolated people
- Seek information about CALD issues from Migrant Resource Centre or ethnic groups as well as the new members themselves
- Obtain assistance from the Migrant Resource Centre to review promotional material to ensure it is inclusive and culturally sensitive

- If resources allow you may consider having publicity materials translated into relevant languages - Migrant Resource Centre would be able to assist with this for a fee
- Be sensitive to drawing attention to individuals in a large group, small groups allow all to participate at a level at which they feel comfortable

Marie arrived in Geelong with her family and greatly missed her friends and extended family. Marie's English skills were not well developed so she approached the Migrant Resource Centre for help. At the Centre she noticed a poster for a walking group, which met regularly and she thought this would be a good opportunity to meet new people and develop her language skills. She was accepted into the group, improved her English skills, and soon was able to apply for a job in a sports centre, a position she had held in her home country.

PEOPLE WITH A PHYSICAL DISABILITY
connecting with the community

Issues for People with a Physical Disability

- Isolation and lack of confidence in a personal or skill area
- Hearing disabilities – hearing impaired people are sometimes seen by themselves or others as another cultural group
- Language – use of jargon can upset some people
- People who are vision impaired may require considerations such as size, contrast, illumination, tactile cues, adaptive devices, practice and organization
- Access to community activities is sometimes difficult – both physical access and attitudinal problems such as outlined above
- Transport to community activities is often limited as many people do not drive

Broad Strategies for Overcoming Barriers

- Advertise more widely to reach isolated people with a disability:
  - *Local Radio*
  - *Radio for print handicapped-RPH 1179AM*
  - *3CR Disability program*
  - *Fliers in accessible formats eg large print*
  - *Local community newspapers*
  - *Posters in doctor's reception*
- Consider that some people may not be able to participate physically in the activity of your club but they may still be able to participate in many other aspects of club life ie committee member, book keeper, equipment manager, timekeeper, umpire, coach etc
- Consider deaf people – signers and specific equipment to assist hearing impaired people are available
- Ensure that facilities are accessible and comply with relevant regulations

People who are sight impaired require some specific considerations such as:

Size:	This may refer to the need to magnify or increase of size of written and other visual material
Contrast:	Typically, any colour contrast that will optimise the ability of a person with vision loss to distinguish between two or more objects eg black letters on white paper, white plate on blue tablecloth, white or yellow edges on dark steps. Ask the individual what might work best for them
Illumination:	Set shades to keep out sunlight, dimmer controls of lighting, position the person so their back is to the window, decrease reflection from table tops, windows, floors and other reflective surfaces
Tactile Cues:	Use of senses to guide or assist in an activity, touch, hearing, smell, taste and a lesser extent sight
Adaptive Devices:	Gadgets, modifications to the rules and / or the equipment
Organisation:	Store items in the same location, attempt not to make changes to the layout of the environment without consultation
Practice:	Allowing the time for members to regularly practice methods / techniques in order to become proficient and confident at the task

Hamish heard of a 'Come and Try Day' at a Community Centre which was to introduce a sport that could be played by people of all abilities. Hamish participated in the day, was made welcome at the Community Centre and found he could play a sport for the first time in his life. Hamish was so keen to be involved that he was invited by the Centre to take a lead role in co-ordinating the sport on a weekly basis. With some minimal support of volunteers he is now doing this.

PEOPLE WITH A MENTAL ILLNESS
connecting with the community

Issues for People with a Mental Illness

- Stigma and lack of understanding of people with a mental illness
- People with a mental illness are often perceived by the community as being unmanageable, lazy or dangerous
- The community often has little knowledge of the range of mental illnesses and their impact on the lives of people eg depression, schizophrenia
- Often people with a mental illness find it difficult to become actively involved in recreational opportunities due to lack of esteem or self confidence
- Illness may prevent regular attendance at activities
- Some people may tire easily and lose concentration because of their illness and or medication
- Time of the year, eg in winter people may be prone to suffering more episodes of mania or depression
- If the person is unwell they may be difficult to manage eg someone with mania may dominate the group, be very optimistic, chatty and a bit disruptive
- Groups may be threatening, leaving the person feeling uncomfortable or claustrophobic
- Self-focus because of the illness may effect group dynamics
- Transport may be an issue for people who cannot drive because of medication
- Lack of awareness of the activities, opportunities and options available
- Some people may have trouble participating on their own or without a support worker

Broad Strategies for Overcoming Barriers

- Use a range of advertising and promotional strategies eg advertise through the disability agencies, advertise in free community papers
- Talk to disability agencies to develop knowledge about the issues confronting people with mental illness

- Allow people with a mental illness the opportunity to move in and out of the group given that their illness may affect their ability to attend on a regular basis
- Use non threatening strategies – even small groups can create fear for some people
- Enable participants to be familiar with the environment, eg toilets, so they can have a plan or strategy to follow if they need to take time out
- Promote a relaxed atmosphere free of pressure
- Give participants *time* before speaking or actively participating - this may be over several or all sessions
- Avoid confronting or arguing with a person who is unwell and may be dominating the group – use reason and diplomacy
- Allow slower participants time to acclimatise or catch up with others
- Encourage people to bring a friend and/or support worker

Paul was a young keen sportsman who in his late teens started to experience episodes of schizophrenia. Paul lost confidence in his sporting ability, but found he was becoming more interested in the arts. He was attracted by a poster advertising a drama production and went to a rehearsal with a friend. Paul found the group very welcoming and understanding and he was soon trained as prop handler. He was encouraged to look for further work in the field.

YOUNG PEOPLE

connecting with the community

Issues for Young People

- Cost - many young people have no independent income and are dependent on family
- Transport - a critical issue, many young people are reliant on parental availability
- Lack of local facilities within walking or riding distance
- Emotional issues such as anxiety, depression, lack of self esteem
- Family issues and parental commitments eg work clashes if both parents work
- Low energy because of lack of fitness or inadequate diet
- Literacy issues - unable to access written advertising
- Lack of self confidence eg body image
- Gender issues and stigmatisation around participation in particular activities, ie boys wanting to play netball or girls wanting to play football or soccer
- Parental consent regarding perceived risks associated with activities
- Clashes with commitments related to other siblings in regards to timing, cost and parental availability

Broad Strategies for Overcoming Barriers

- Run specific young person's activities / competitions etc
- Promote friendships between parents so that transport or care of young people can be shared
- Provide financial concessions as necessary
- Be sensitive to young people's self-esteem, literacy and confidence issues; build on the abilities that young people have
- Allow young people to be part of the management of the group to build esteem, confidence and skills

Shane and Brady were brothers with two younger sisters and both parents were working. Access to various sporting activities was difficult with limited public transport available. The local soccer group was able to organise transport for the boys and they were able to play after school twice a week.

OLDER PEOPLE

connecting with the community

Issues for Older People

- The perception of family and friends that various activities are inappropriate
- Their own belief that recreation / sport is not appropriate
- Lack of friends/partners to accompany them
- A lack of experience in social environments
- A lack of confidence in their own body to perform physically and fear of injury
- A lack of role models – limited or patronising media coverage
- The social expectation that as a certain age is reached that the person should slow down and enjoy a "well earned rest"
- Some people may have transportation issues due to loss of confidence in their driving ability or loss of a driving license
- Cost is a major constraint to many older people

Broad Strategies for Overcoming Barriers

- Provide information on injury prevention and guidelines for gradually increasing activity levels
- Be mindful of the venue used. Check whether appropriate structures are in place to assist with physical access ie ground level, lack of steps, ramps and hand rails; and inform participants of these
- Consider that some participants may have limited sight and/or hearing, therefore ensure that written material, signs etc are in large print and that information is clear and concise
- Be sensitive to the older person's life experiences
- Appropriate pricing will assist people with little income
- Provide a friendly inviting atmosphere where the emphasis is on participation and social interaction rather than competition

Monica was nearly seventy but very fit and active in her garden. The sudden death of her husband left her very lonely with little interest in living. A friend asked her if she would like to join her at a book reading club. Monica found this weekly outing very stimulating and it gave her renewed energy. She soon joined in other activities and volunteered to deliver meals to the elderly.

CONFIDENTIALITY

Members of organisations, as all people, have privacy rights. They have the right to access services without being required to disclose unnecessary personal information. If personal information is provided to your organisation, the organisation has the responsibility to keep it confidential.

In particular members may wish to have information about their particular disability or circumstance kept confidential, due to previous experience with discrimination. A breach in confidentiality could result in the person being discriminated against in future endeavours.

Members will rightly seek a guarantee that their personal details are to be kept confidential. Therefore the organisation will need to review its confidentiality procedures to ensure that personal information is safeguarded against unauthorised disclosure and misuse.

ADDITIONAL RESOURCES

Checklist for Accessible Events

Providing a high degree of accessibility will provide benefits for the wider population, often in terms of being safer and enhancing patronage. Accessible environments are those which can be used by all people, in a way that is independent, equitable and dignified.

The Disability Discrimination Act 1992 states that “Every area open to the public should be open to people with a disability. They should expect to enter and make use of places used by the public if people without a disability can do so. While changes may not happen overnight, people with a disability should expect that changes will be made. “

Providing Inclusive Event Environments

- **Information** - clear precise information stating date, location, start/finish times, cost, contact details eg telephone, email, websites etc. On request, provide event information in a way that is independently accessible for people with a disability ie large print, audiotape, braille
- **Promotional Material** – promotion of access for the event should be part of publicity / marketing strategy and should state access and contacts for special assistance
- **Concession pricing** – for people on low or fixed incomes and families
- **Accessible parking** – clearly defined parking and vehicle set-down points
- **Signage** –signs which are easy to read and at an appropriate height. Refer to information provided on the “People with a Disability” page
- **Entry and Exit –** provide dignified physical access for all ie using main entrances, not side or back entrances as access route, well lit and signed, accessible doors and openings, access ramps, and handrails on stairways to comply with Australian Standards, all paths and passageways to have a continuous line of travel
- **Lifts –** ensure lifts are provided and working if function is in a multi storey setting
- **Accessible toilets** - comply with Australian Standards

- **Furniture** – accessible tables, chairs, tactile cues
- **Telephone** – provide access to a telephone
- **Emergency procedures** – need to be planned, practised and displayed
- **Comfort** – adequate heating, cooling, seating, refreshments, shelter, lighting and contrast
- **Environment** - should be welcoming and supportive
- **Support** – qualified, trained and easily identifiable assistants to provide support to people where requested
- **Interpreters** – upon request Auslan (sign language) deaf blind signing, languages other than English
- **Hearing impaired** –visual presentations, Assistive Listening Devices or Audio Loops
- **Vision impaired** – audio description ie a verbal description
- **Warnings** - provide clear **warnings** of any event content which may affect people eg strobe lights, loud sound effects

Note

The purpose of this checklist is to serve as a guide only. It is not an exhaustive list with solutions to every situation, as these will differ by event. It merely serves to form a basis by which 'access for all' can be planned into events by the organising committee. Further information is available on the Human Rights and Equal Opportunity website at www.hreoc.gov.au/disability_rights/dda_guide/dda_guide.htm

ADDITIONAL RESOURCES

Leisure Networks
71 Little Malop Street
PO Box 1721
Geelong VIC 3220

Tel: (03) 5222 3911
Fax: (03) 5229 0640
TTY: (03) 5221 1267
Email: lnetwork@leisurenetworks.org

Sport & Recreation Victoria
South Western Region
69 Moorabool Street
Geelong VIC 3220

Tel: (03) 5223 1814

Equal Opportunity Commission
380 Lonsdale Street
Melbourne VIC 3000

Tel: (03) 9281 7111
Freecall 1800 134142
TTY: (03) 9281 7110
www.eoc.vic.gov.au

Human Rights & Equal Opportunity Commission
Level 8, Piccadilly Tower
133 Castlereagh Street
SYDNEY NSW 2000
GPO Box 5218
SYDNEY NSW 1042

Tel: (02) 9284 9600
Tel: 1300 369 711
TTY: 1800 620 241
Fax: (02) 9284 9611
www.hreoc.gov.au

Victorian Network on Recreation and Disability (VICNORD)

Tel/TTY (03) 9489 2999
Fax: (03) 9489 2988
www.advocacyhouse.org

Disability Information Victoria (DIV)

Tel: 1300 650 865
TTY: 1300 650 871
www.disabilityinfo.org.au

Department of Human Services (DHS)
Disability Client Services
Cnr Fenwick & Lt Malop Streets, Geelong VIC 3220

Tel: 1800 675 132

ADDITIONAL RESOURCES

Barwon Disability Resource Centre Tel: (03) 5221 8011
48 McKillop Street
Geelong VIC 3220

City of Greater Geelong and Tel: (03) 5227 0743
Borough of Queenscliffe or (03) 5227 0735
Rural Access Project Fax: (03) 5227 0752
103 Corio Street Email: jshelley@geelongcity.vic.gov.au
PO Box 104 mscott@geelongcity.vic.gov.au
Geelong VIC 3220

Borough of Queenscliffe Tel: (03) 5258 1377
Community Services
Queenscliff VIC 3215

Mood Support Group Tel: (03) 5222 5999
Tyne House
139 Yarra Street
Geelong VIC 3220

Playing Fair: Guidelines for Tackling Discrimination in Sport
Sport and Recreation Victoria Tel: (03) 9666 4267
PO Box 2392v Fax: (03) 9666 4300
Melbourne VIC 3001 www.sport.vic.gov.au

Wathaurong Aboriginal Co-op Tel: (03) 5277 0044
62 Morgan Street
Nth Geelong VIC 3215

Narana/ Koori Information Centre Tel: (03) 5241 5700
410 Torquay Road
Grovedale VIC 3216

ADDITIONAL RESOURCES

Geelong Migrant Resource Centre Tel: (03) 5221 6044
153 Pakington Street
Geelong West VIC 3218

City of Greater Geelong Tel: (03) 5227 0699
Youth Services & Gay Lesbian Support

Barwon Older Adults Recreation Network
P.O Box 4008 Tel: (03) 5222 1263
Geelong VIC 3220