

# Creating accessible learning resources

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### Changes I made

- Created written help guides and formatting these documents to be screen reader friendly.
- Used screen capture software to turn Power Point resources into videos.
- Added quizzes to provide opportunities for testing knowledge
- Added a visual reading list to provide students with an image for when they are looking for these resources in the library.

## Our findings...

- Take a precautionary approach rather than a reactive one. Just because someone in your class isn't currently identifying as having a SpLD or disability doesn't mean a student a who does will not enrol at the start of the course.
- It isn't only learners with SpLD and disabilities who would benefit from a range of learning materials students who study around work and family commitments could also appreciate the ability to listen or watch material rather than having to read it.
- Use the formatting functions in Word to make the documents screen reader friendly. For example, instead of making the size of the text larger to identify a heading, use the styles function to mark the text as a header.
- Develop a multi sensory approach to teaching by providing a range of text based, visual and audio resources for learning a topic.

### Student Feedback

**Issue**

- I'd like Information broken down into smaller headings.
- The page isn't clear

**Solution**

- Used collapsed topics to minimise information on the page

## How to create accessible resources

### Top tips

- Take a precautionary approach rather than a reactive one. Just because someone in your class isn't currently identifying as having a SpLD or disability doesn't mean a student a who does will not enrol at the start of the course. It's easier to adapt your resources over the summer rather than at the start of the year when you're really busy.
- It isn't only learners with SpLD and disabilities who may benefit from a range of learning materials students who study around work and family commitments could also appreciate the ability to listen or watch material rather than having to read it.
- Use the formatting functions in Word to make the documents screen reader friendly. For example, instead of making the size of the text larger to identify a heading, use the styles function to mark the text as a header. More information of formatting word documents can be found by clicking the web address at the end of this sentence – <https://help.mib.org.uk/help/employment-work/accessibility-at-work/accessible-documents>
- Develop a multi sensory approach to teaching by providing a range of text based, visual and audio resources for learning a topic.

### Useful Links

[Birbeck University's guides to creating accessible Word documents and Power Points](#)

[British Dyslexia Association Style Guide](#)

[University of Sheffield's guide to inclusive learning and teaching](#)

For more information on creating accessible websites view this Power Point by Penny Hurrett

Home | How to create accessible resources | Resources made for this project

Posted on May 29, 2015

This website was created in the summer term of 2015 to disseminate a small action research project which was supported through the Education and Training Foundation and emCETT. The theme for for this project was

*"Creating accessible learning resources"*

To find out the motivation behind my project please watch this short video introduction

**EMCETT introduction**  
from Gemma Holtam

Posted in Uncategorized | Leave a reply

## Image links

**AnyTube** Mayor opening school

Alt txt: AnyTube video of mayor opening school.

- Alternative text to state destination not describe image
- Use title text to inform sighted users of link but keep short

**AnyTube**

Alt txt: AnyTube logo

- Do not open in a new window without notice (new windows disorientate blind users – best avoided).

Planning an assignment.

**Understanding your assignment question.**

An assignment title is there to guide your writing. The question explains exactly what the marker is looking for. Therefore, before you start to think about anything else, it is essential to understand exactly what you are being asked to do.

An assignment question can normally be broken down into four main points. These

