

## Accessibility Statement

The My Neighbourhood materials consist of highly interactive resources that use a comprehensive range of media.

The materials have not been designed to be fully accessible to all groups. However, the interactives have been designed to be as inclusive as possible given the limitations of budget and technology.

Each interactive will be inclusive of some aspects of three of the four high-level accessibility user profiles defined by the Learning Federation Accessibility specifications, as outlined below.

The fourth profile, Cognitive Impairment, encompasses so broad a spectrum of impairments that it is not feasible to access the interactives against the full profile. However this does not preclude some students within the profile from successfully engaging with individual objects.

We believe that the degree of accessibility provided by the objects is sufficient to comply with the [Disability Standards for Education 2005](#) on the basis that the impact of providing greater support for specific accessibility user profiles would denigrate the provision of the high quality resources for all users.

In summary:

- Java scripting is not used in the individual objects.
- The objects have not been designed for screen readers.

The following table provides some expanded discussion of individual objects' accessibility.

| Object       | User Profile  |   |  |
|--------------|---|---|--|
|              | A<br>vision<br>impairment   | B<br>hearing<br>impairment  | C<br>physical<br>impairment  |
| The Observer | <ul style="list-style-type: none"><li>• Fundamentally Black and White that facilitates high contrast and colour blindness accessible.</li><li>• Utilisation of the flash 'Zoom in' function allows magnification of the viewable area.</li><li>• Non-interactive borders and paths allow users to move the screen with Hand Tool.</li></ul> | <ul style="list-style-type: none"><li>• Accessible: feedback is primarily visual, audio feedback are sound effects.</li></ul> | <ul style="list-style-type: none"><li>• Object has not been designed for assistive technologies.</li><li>• Basic tabbing can be used to move between interactive menus in a limited fashion.</li></ul> |

|                    |   |   |   |
|--------------------|---|---|---|
| Look & Listen      |   |   | <ul style="list-style-type: none"> <li>• Only gross motor skills are required so reasonably accessible.</li> </ul>  |
| The Decision maker | <ul style="list-style-type: none"> <li>• Utilisation of the flash 'Zoom in' function allows magnification of the viewable area.</li> <li>• Non-interactive borders and paths allow users to move the screen with Hand Tool.</li> </ul>  | <ul style="list-style-type: none"> <li>• Accessible: feedback is primarily visual, audio feedback are sound effects.</li> </ul> | <ul style="list-style-type: none"> <li>• Object has not been designed for assistive technologies.</li> <li>• Basic tabbing can be used to move between interactive menus in a limited fashion.</li> </ul> |
| The Explorer       | <ul style="list-style-type: none"> <li>• All images and text collected using the Backpack application can be accessed independently.</li> <li>• Utilisation of the flash 'Zoom in' function allows magnification of the viewable area.</li> <li>• Non-interactive borders and paths allow users to move the screen with Hand Tool.</li> <li>• For CD or LAN versions - all the photo images are available in one folder.</li> </ul> | <ul style="list-style-type: none"> <li>• Accessible: feedback is primarily visual, audio feedback are sound effects.</li> </ul> | <ul style="list-style-type: none"> <li>• Object has not been designed for assistive technologies.</li> <li>• Basic tabbing can be used to move between interactive menus in a limited fashion.</li> </ul> |
| The Planner        | <ul style="list-style-type: none"> <li>• A 'Zoom in' button allows for close viewing of constructed areas.</li> <li>• Utilisation of the flash 'Zoom in' function allows magnification of the viewable area.</li> <li>• Non-interactive borders and paths allow users to move the screen with Hand Tool.</li> </ul>   | <ul style="list-style-type: none"> <li>• Accessible: feedback is primarily visual, audio feedback are sound effects.</li> </ul> | <ul style="list-style-type: none"> <li>• Tabbing allows full engagement with the learning object.</li> </ul>  |

## Defining Accessibility in terms the principles of The Le@rning Federation specifications:

Specification documents: [www.tlf.edu.au](http://www.tlf.edu.au) > TLF documents > Specifications

Specification documents and supporting techniques for conformance:  
<http://jira.thelearningfederation.edu.au/confluence/x/IAE>

The Le@rning Federation Educational Soundness Specification Version 2.2 © Curriculum Corporation and education.au limited, 2002 7 15/07/2002

### 2.4 Accessibility

This principle recognises the range of contexts in which teaching and learning take place and the diversity of teacher and student populations.

The Le@rning Federation accessibility principle is informed by the Center for Applied Special Technology's concept of Universal Design for Learning <http://www.cast.org/udl/>. The Le@rning Federation balances educational soundness and accessibility requirements by taking a universal design approach to content development. Online Content across The Le@rning Federation initiative, is designed, developed, evaluated and delivered so that students have access to educationally sound content regardless of age, socio-economic status, race, culture, disability, gender or geographic location.

### 3.4 Accessibility

Online content will be accessible when it adheres to the principles and requirements outlined below:

| Principles/Requirements  | Landcom compliance  |
|--|---|
| <ul style="list-style-type: none"> <li>Content complies with accessibility standards for students with disabilities and for rural and remote communities;</li> </ul>                         | <ul style="list-style-type: none"> <li>See table above for a more detailed breakdown.</li> <li>For NSW students all materials have been supplied on CD-ROM.</li> <li>Re Download: Observer, Look and Listen; Decision Maker; and Planner are of downloadable size.               <ul style="list-style-type: none"> <li>Observer: 2.5MB</li> <li>Look and Listen: 650KB</li> <li>Decision Maker: 1MB</li> <li>Planner: 400KB</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>Content utilises the capacity of multimedia to support student acquisition of standard Australian English or standard New Zealand English;</li> </ul> | <ul style="list-style-type: none"> <li>All objects adhere to this principle. Where specialised vocabulary is used, for example in The Explorer, a comprehensive glossary and FAQs have been provided.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Content provides specific language support for students whose first language is not</li> </ul>  | <ul style="list-style-type: none"> <li>For the Observer; Look and Listen; Decision Maker; and Planner objects simple English and graphical menus have been used. The</li> </ul>   |

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|--|--|
| English;   | Explorer requires higher level reading skills but does provide support in the form of a comprehensive glossary and FAQs section. |
| <ul style="list-style-type: none"><li>• Content is appealing to and inclusive of students of all genders, socio-economic groups, ages, races and cultures.</li></ul> | <ul style="list-style-type: none"><li>• All objects meet these requirements.</li></ul>   |

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