



Suggested Inclusive Event Guidelines

Objectives:

- To raise awareness on how to make an inclusive event / party, where everyone can participate to their fullest potential

Application:

- For sharing with event organisers
- For including in communication materials

Guidelines

1. Provide information ahead of the event

It is good practice to let attendees know what to expect, so they can better prepare themselves ahead of time and know which activities will suit them best.

- a. Provide multiple opportunities for participants to communicate their accessibility needs.
- b. Send out the agenda well in advance.
- c. Send out the slides prior to the event so that people can look up words, come prepared with questions and have time to reflect.
- d. Provide a layout of the location pre-event showing the different areas and the way from the venue entrance.
- e. Include a statement that allows attendees to opt out of events and activities if preferred.

2. Location

Consider your event location to ensure the building is accessible. In the case something isn't possible, create a system where people with accessibility requirements can contact you to see if any adaptations can be made.

- a. Ask venue organisers to put up clear signage in all areas.



- b. Provide accessible and gender neutral bathrooms
 - c. Ensure that the meeting rooms themselves have wheelchair access to working tables for participants
 - d. Seating options - Provide a variety of seating options to accommodate different learning preferences. Allow for reconfigurable seating to adapt to learning formats.
 - e. Keep in mind the temperature of spaces. The more people, the warmer temperatures can be. When in colder or air conditioned environments, suggest warmer clothing.
 - f. When food is provided, it should be clearly labelled. There should be a variety of options. Consider making halal and vegetarian options the main dish and meat/dairy dishes the additional options.
3. Provision of safe spaces

Create designated event areas, such as a quiet corner or a quiet room, where attendees can take a sensory break - a break from things like loud noise, crowds, and bright lights.

 - a. Use overflow areas with little traffic or separate rooms to create spaces for breaks.
 - b. Consider creating "non-social" spaces to allow for self-care, movement, silence, and revision of learning.
 - c. Consider modest amounts of essential oils like lavender and eucalyptus, which are known for their calming properties.
 - d. Provide lactation rooms.
 - e. Provide prayer rooms.
 - f. Label all rooms clearly.
4. Lighting

Bright light can be overstimulating for some people. Consider using lights that face up to avoid the glare or lighting with a softer colour. Maximise use of dimmable lights, indirect lighting, and natural light.

5. Go fragrance-free

The space should be fragrance-free or use fragrances that do not overwhelm people or trigger sensory overloads.

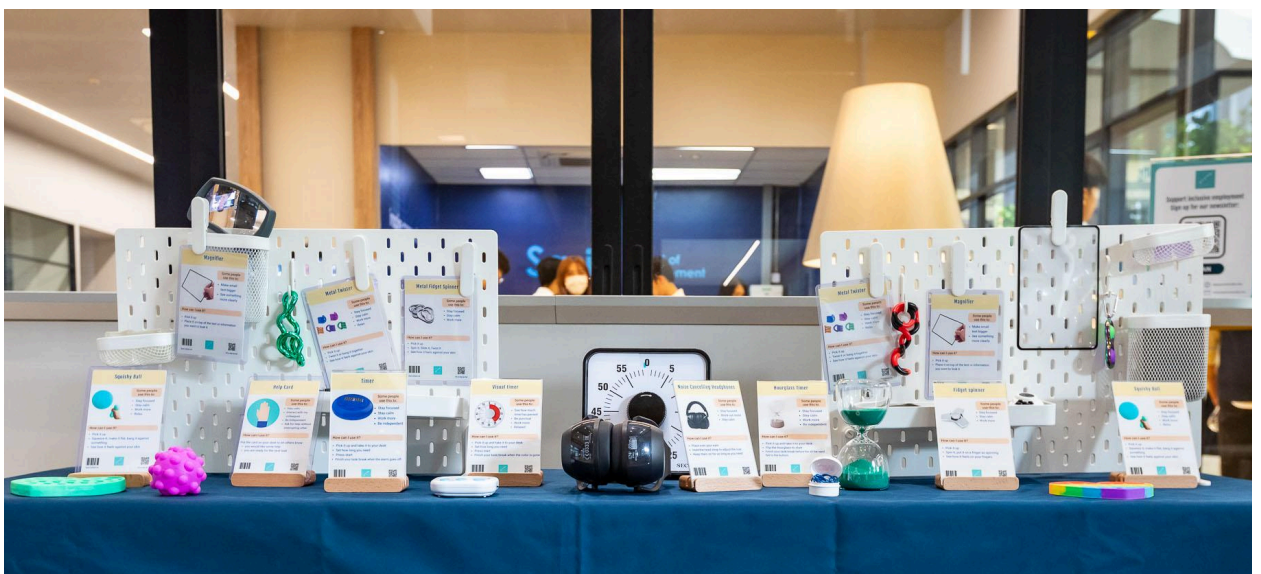
6. Colours and decorations

Strong and bright colours can also cause sensory over-stimulation.

- a. Consider incorporating neutral or muted colour palettes
- b. Minimise decorative objects, including artwork, posters, etc.
- c. Bring in green plants

7. Accommodation station

Offering accommodation tools like a fidget or noise cancelling headsets can allow people to self-soothe and work through feelings of anxiety, fear, and even excitement.





8. Avoid loud and unpredictable noises.

This includes things like noisemakers or party poppers. If possible, reduce the use of balloons. Some attendees can be fearful of the balloon popping, which

can make activities less comfortable for them. If there are demonstrations with unavoidable loud noises and flashing lights, provide a warning in advance so attendees can opt out or leave temporarily.

9. Communication

Ensure that all communication leading up to the event is clear and concise. Similarly, signage, instructions, and visuals should use a light background and dark text and follow a similar format.

a. For online or hybrid events:

- i. Captions should always be turned on.
- ii. Speakers should provide a visual description of themselves and of any visual material presented.
- iii. Make it clear that cameras do not need to be turned on.
- iv. Provide multiple ways to participate, give thinking time, and ask questions that do not require speaking in front of a large group.
- v. Speakers should clarify at the start of the session when questions can be asked (during, post etc).
- vi. Consider using AI tools to create a summary of the main discussion points.
- vii. Send the recording out post event.

b. For in person events:

- i. Provide name tags.
- ii. Speakers should clarify at the start of the session when questions can be asked (during, post etc).
- iii. Provide multiple ways to participate, give thinking time, and ask questions that do not require speaking in front of a large group.



- iv. Real time captions should be used.
 - v. Consider hiring sign language interpreters.
 - vi. Create a visual print out of the agenda.
 - vii. If the event will have multilingual attendees, consider how and where to place the translators or interpreters.
 - viii. Provide regular breaks with time for many reasons such as processing new information, using the facilities, or joining a quiet room.
 - ix. Clearly consider audio ensuring all will be able to hear.
- c. Ensure all presenters understand that they should be conscious of their presentation speed. This will accommodate those who need more processing time as well as multilingual attendees.

10. First Aid Station

- a. Menstrual hygiene products.
- b. Basic medication and first aid products.

11. Consider multiple modalities for sessions outside of the traditional format

- a. Self-care & comfort breaks.
- b. Reminders to support and encourage self-advocacy.
- c. Connection with other participants.
- d. Consider brain research for the length of presentations.
- e. Activity centred presentations rather than lecture style.
- f. If lecture style is used, consider slide formats that support neurodivergent learners.
- g. Encourage and accept diverse forms of communication and participation.