2020
INCLUSION GUIDE & SELF-ASSESSMENT RESOURCE

for Camps and Outdoor Activity Providers

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DISCLAIMER

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CONTENTS

The Australian Camps Association acknowledges the traditional owners of Australia and we welcome all Aboriginal and Torres Strait Islanders to our service.

INTRODUCTION

This Guide is a practical resource to support operators in the planning, design and development of inclusive camps and outdoor businesses. The resource is underpinned by the concept and principles of Universal Design, assisting business operators to develop strategies that enables people from diverse backgrounds to function independently and with dignity during a camping and outdoor experience.

"Inclusiveness is about creating a culture where everyone can be themselves and where people can be their best"

- Pip Marlow, Microsoft Australia

This resource aims to encourage outdoor business operators to think beyond minimum legislative requirements for accessibility and take a more holistic approach by creating programs and services where people of all ages, abilities and backgrounds are afforded the same opportunity to participate equally in all aspects of the facility, programs and services, to the greatest extent possible.

This helps to eliminate segregation, encourages social inclusion, improves the user experience, enhances reputation and is ultimately good for business and for the community.

The self-assessment resource is designed to challenge the reader to consider a number of questions for a range of topics and to improve the inclusivity of the business operation. In addition, links to further information and PDF information sheets, together with some case studies of good practice examples, are provided to stimulate ideas and solutions to potential challenges.

The importance of engaging with participants who have diverse needs in a co-design process when designing a camp or outdoor experience is also highlighted. Asking the right questions, listening and understanding the needs and challenges to participation will allow appropriate support and solutions to be identified.

Creating an inclusive camp and outdoor business is a journey, not an end point. It requires organisational leadership, a positive and welcoming staff culture and inclusive staff mindset. Businesses and camp visitors alike benefit from inclusive practice, generating positive social outcomes for all. An inclusive approach can build skills, confidence and capability of staff members to work with more diverse communities and creates opportunities for businesses to broaden their clientele.

WHO BENEFITS FROM INCLUSION?

Everyone benefits from a welcoming, accessible and inclusive experience in a camp or outdoor activity setting. Participants with diverse backgrounds who may particularly benefit from an accessible and inclusive outdoor experience may include:

- people with disabilities that may take the forms e.g. physical, intellectual, psychiatric, sensory, neurological, learning or as result of a health condition

- people of Aboriginal and Torres Strait Islander backgrounds

- people with English as a second language

- people with prams or strollers with babies and toddlers

- people who identify as LGBTQI

- people who may have specific religious or cultural requirements

- older people.

By improving access and inclusion, businesses also derive the economic benefits from diversifying their customer base and tapping into new markets, particularly the growing accessible tourism market or the growing population of retirees and older adult networks.

Embracing diversity makes good business sense.

POTENTIAL CHALLENGES TO PARTICIPATION

There are many common challenges that may deter people from having the opportunity to participate at camp or an outdoor experience. Working towards removing or minimising challenges creates a more inclusive and welcoming environment and opens new visitor markets and growth opportunities.

"We need to move beyond the physical to non-physical factors. For example, a study revealed that people who use wheelchairs would make a decision whether to use a physically accessible public bus based on the empathy of the bus driver, the communications, and the attitudes of the other passengers... these are non-physical factors"

- Dr Farnaz Nickpour, Human Centered Design Institute London

Some examples of physical and non-physical challenges may include:

- **Physical access:** curbs and footpaths, weight of doors, access to reception desks, steps, turning circles, loose furniture obstructing pathways, steep ramps or bunk beds only available for sleeping.

- **Accessible information:** small size of font, complex language used, confusing and/or faded signage and wayfinding.

- **Customer service:** e.g. awkwardness in their interactions with individuals.

- **Opportunities to socially engage:** furniture too low or too high, recreation and dining areas at different floor level, or steps at the entrance.

- **Amenity usage:** e.g. single gender bathrooms only available and no provision for accessible bathroom.

- **Participation in outdoor activities:** pathways to the activity site is too steep or too rough, equipment is only suitable for narrow range of body size or shape, equipment is only suitable for a narrow range of abilities or staff lack knowledge to adapt activities.

- **Financial challenges:** to access camp or outdoor program.

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1. *Universal Design, Guide for Inclusive Tourism; Eurasia Partnership Foundation.*

INCLUSION THROUGH A UNIVERSAL DESIGN APPROACH

Universal design is a way of thinking about design that eliminates challenges and includes all, not only for people with a disability. If an environment is accessible, usable, convenient and a pleasure to use, everyone benefits.

There are seven principles of universal design that were created to help make the concept of universal design easier to understand and apply:

1. **Equitable use:** fairness, designing for everyone and every ability.

2. **Flexibility in use:** design accommodates a wide range of individual preferences and abilities.

3. **Simple and intuitive:** designs are easy to understand, regardless of a person's experience, knowledge, language skills or concentration level.

4. **Perceptible information:** designs communicate information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

5. **Tolerance for error:** design minimises hazards and error.

6. **Low physical activity:** designs can be used efficiently with a minimum of fatigue.

7. **Size and space appropriate for use:** appropriate size and space is provided for approach, reach, manipulation, and use regardless of a user's body size posture, mobility or physical capability[1].

There are other important factors to take into consideration in design thinking such as aesthetics, cost, safety, gender and cultural appropriateness[2].

Further details can be obtained from Inclusive Tourism, Making your business more accessible and inclusive 2017, State of Queensland; Department of Tourism, Major Events, Small Business and Commonwealth Games 2017.

> "There is only one way to look at things until someone shows us how to look at things with different eyes"
>
> *- Pablo Picasso*

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2. *Inclusive Tourism, Making your business more accessible and inclusive. 2017. State of Queensland; Department of Tourism, Major Events, Small Business and the Commonwealth Games 2017.*

3. *Grant, C; Universal Design Camps and Consultation, Architecture and Access.*

CO-DESIGN

Co-design, or human-centric design, is another important aspect of universal design.

As an outdoor business operator or staff team member, it's always good practice to ask questions and discover the perspectives from a diverse range of camp participants to develop an understanding of how to become more accessible and inclusive. Asking the right questions and starting the conversation will assist in developing greater understanding and together, designing the best solutions.

Consulting with participants from diverse backgrounds in the design of programs, services or the built environment of a camp or outdoor business goes a long way to ensuring that a wide range of people can access and participate and have a user-friendly experience.

Where possible, it is useful to initiate effective consultation during the early stages of the design process, rather than in the later stages when it may be harder to implement the solutions[3] and potentially reducing the need for retrofitting and unnecessary expense. In this way the experience has inclusivity intrinsically designed within and is not an added afterthought.

Camp operators may initiate consultation with diverse camp participants at any time, for example, during strategic and business planning, when planning a specific project or on a daily basis to improve the user experience at camp.

Some general considerations for effective consultation include:

- Consult with a wide range of users, ensuring the method is transparent and limits selection bias. Identify who has not been consulted and seek out those people who can offer a different perspective. For example, ask Vision Australia or Guide Dogs Australia to conduct a site audit of your camp.

- Provide different and multiple consultation techniques to engage a wide range of participants. For example, interviews, focus groups, surveys, workshops, an informal friendly chat.

- Ensure the feedback is communicated across the staff team to the relevant staff in appropriate ways and included in design brief of any new projects.

- Collect and document design decisions along the way, to track the influence of the participant's inputs into the final design and to ensure such input and comments are available to other new initiatives and projects.

- Where appropriate, continued consultation throughout a design process is useful to ensure that new products can be trialled, further improvements made and refined before finalised.

LEGISLATION AND APPROACH TO COMPLIANCE

The resource guide aims to promote a greater understanding of the critical factors which need to be considered to enable people with disability and others from diverse backgrounds to access their environment in an equitable manner. These factors include the level of access which must be provided in accordance with the Disability (Access to Premises – Buildings) Standards 2010 and access that meets the intent of the *Disability Discrimination Act (DDA)* and requirements of any applicable Australian Standards.

New buildings and services

Where new facilities are built for members of the public and staff, provisions need to be incorporated for users with disability to ensure that equitable and dignified access is provided.

New building works in Australia require compliance with the Building Code of Australia, Premises Standards and relevant referenced Australian Standards.

With regards to camps and outdoor businesses, this may include showering and toileting facilities and tent accommodation. Tents are not currently governed by building legislation; however, we understand that access to tents for users with disability would be covered under the *DDA* as it is a service provided. As such, it is important to meet organisational obligations under the *DDA* and consider a commitment to including all visitors regardless of ability.

Existing buildings

The Building Code of Australia and Premises Standards are not retro-active, therefore, there is no mandatory requirement to continuously upgrade existing buildings to keep up with evolving legislation and standards. The *DDA* however protects users with disability and their associates with regard to accessing public buildings, facilities and services.

Where existing buildings do not provide independent access for users with disability, management controls may be a reasonable approach to enable users to gain access to buildings 'as required' by way of portable ramps stored onsite and staff assistance.

Public open spaces

Although public open spaces are not covered under the Building Code of Australia or Premises Standards (as they are not buildings), the *DDA* would cover the provision of access to those areas. These areas at campsites and outdoor areas include the pathways throughout the site, tents and outdoor recreational and assembly areas.

Where new works are conducted at public open spaces, there is generally an expectation by users that those areas would provide a level of access for users with disability to enable inclusion and participation[4].

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4. *Cowell, T. 2020. Disability Access Design Guidelines; Equal Access.*

5. *Cowell, T; 2020. Disability Access Design Guidelines; Equal Access.*

Disability Discrimination Act 1992 (DDA)

The objectives of the *Disability Discrimination Act 1992 (DDA)* are to make it unlawful to discriminate against persons with a disability in connection with employment, the provision of goods, facilities and services or the management of premises. The legal requirements of the *Act* affect the majority of existing commercial and public building occupiers.

The *DDA* provides protection for all people with disabilities across Australia and ensures everyone is treated equally and fairly, including any carers, friends, co-workers or relatives of people with disabilities.

Areas covered with the *DDA* include: education; access to premises; provision of goods, services and access to facilities; accommodation; purchasing land; club and association activities; sporting activities; government programs; and Disability Standards.

The Attorney-General has the power to make Disability Standards under the *DDA* to specify the rights and responsibilities of people with disability, and these Standards provide further details on how *DDA* compliance can be achieved, providing certainty for everyone[5].

The Disability (Access to Premises – Buildings) Standards 2010 ('Premises Standards')

The Premises Standards are adopted under the *DDA* and aim to ensure that dignified, equitable, cost-effective and reasonably achievable access to buildings, facilities and services within buildings, is provided for people with a disability.

The trigger for consideration of the Premises Standards is when a building approval is required by State or Territory legislation, including building permits.

The Premises Standards also provides a level of certainty to property developers, building owners and practitioners that if access is provided in accordance with the Access Code during building works being the subject of a building approval it will not be unlawful under the *DDA*.

The overall aim of the Premises Standards is:

1. To provide building and design industry with information about how they can design and construct their buildings in a way that meets their responsibilities under the *DDA*.

2. To improve access to buildings for people with a disability to ensure the greatest possible participation in the social, economic, cultural and political life of the community.

The 'Schedule 1 Access Code for Buildings' within the Premises Standards, contains all of the requirements for access to buildings. In general, this Access Code tells those responsible for buildings when and where access is required and then refers to technical specification documents such as Australian Standard AS 1428.1-2009 to describe how to design and build in an accessible way[6].

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6. *Cowell, T; 2020. Disability Access Design Guidelines; Equal Access.*

7. *Australian Human Rights Commission:*
   https://www.humanrights.gov.au/our-work/employers/racial-discrimination

8. *Australian Adventure Activity Standard and associated Good Practice Guide 2020.*

Racial Discrimination Act 1975 (RDA)

Racial Discrimination Act 1975 (RDA) is a statute passed by the Australian Parliament in 1975. The *RDA* makes it unlawful to discriminate against a person because of his or her race, colour, descent, national origin or ethnic origin or immigrant status.

Racial discrimination occurs when a person is treated less favourably, or not given the same opportunities as others in a similar situation, due to their race, country of origin, ethnic origin or skin colour[7].

Australian Adventure Activity Standards (AAAS) and Good Practice Guides (GPGs) 2020

The Australian Adventure Activity Standards (AAAS) and related GPGs provide a voluntary good-practice framework for the safe and responsible planning and delivery of led outdoor adventure activities with dependent participants[8].

It is highly recommended that the information and considerations outlined in the sections of this resource guide in relation to Outdoor Program Design and Outdoor Activities be read in conjunction with the current AAASs and GPGs.

Important Note

This ACA Inclusion Guide and Self Resource 2020 is not a Standard. It provides advice on how to improve access and inclusion of a camp or outdoor business. To achieve full accessibility of a building or facility, all details of the Standards for accessibility must be followed and an Accessibility Audit by a qualified Access Consultant is recommended.

GLOSSARY OF TERMS

Adaptive equipment — Equipment or devices used by people with disabilities for completing activities for everyday living.

AFFL — Above finished floor level is the uppermost surface of a floor once construction has been completed, but before any finishes have been applied.

Ambulant toilets — Toilets designed for those with ambulant disabilities that do not require the extra space that is provided by accessible toilets.

An operator — Refers to any organisation, business, school or others who operates a camp or outdoor business that facilitates camp experiences and led outdoor activity programs for participants.

Co-design — Co-design is the act of engaging and creating with stakeholders e.g. camp participants within the design development process, to ensure the results meet their needs and are usable.

Consultation — The process of engaging with customers and others who may value add to the planning/design and implementation process to learn their opinion, feedback or analysis.

LGBTQI — Lesbian, gay, bisexual, transgender, queer and intersexed community.

Participants — Refers to people participating in the camp experience or led outdoor activity.

Transverse — Situated or extending across something e.g. timber decking is laid at right angles (transverse) to the dominant direction of travel.

Universal design — A process of creating designs (of the build environment, products or equipment and services) that are usable by people with a wide range of abilities, with a wide range of contexts (Vanderheiden, 1996).

Wayfinding — Encompasses the various ways in which people orientate themselves in a physical space and navigate from place to place.

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Universal Design Australia. 2019. Inclusive Leisure Facilities: a design guide accessed: http://universaldesignaustralia.net.au/category/sport-and-recreation

Walker, M. Design for Everyone Guide, Victorian State Government website accessed: https://sport.vic.gov.au/publications-and-resources/design-everyone-guide

We Love Cycling. 2018. What you need to know about inclusive cycling for anyone with a disability accessed: https://www.welovecycling.com/wide/2018/08/09/what-you-need-to-know-about-inclusive-cycling-for-anyone-with-a-disability/

Web Content Accessibility Guidelines (WCAG 2.1 standards): https://www.w3.org/WAI/WCAG20/versions/guidelines/wcag20-guidelines-20081211-a4.pdf

and Victorian Government Accessible Communication Guidelines December 2019

Legislation and Access Standards Referenced:

- *Disability Discrimination Act 1992 (DDA)*
- Commonwealth Disability (Access to Premises – Buildings) Standards 2010 (Premises Standards)
- Building Code of Australia, Volume 1, 2019 (BCA)
- Australian Standard AS 1428.1 (2009) – Design for access and mobility, Part 1: General requirements for access – New building work (AS 1428.1)
- Australian Standard AS 1428.2 (1992) – Design for Access and mobility Part 2: Enhanced and additional requirements – Buildings and facilities (AS 1428.2)
- Australian Standard AS 4586 (2013) Slip resistance classification of new pedestrian surface materials (AS 4586)
- Australian Standard AS1428.4.1 (2009) – Design for access and mobility, Part 4.1: Means to assist the orientation of people with vision impairment – Tactile ground surface indicators (AS 1428.4.1)
- Australian Standard AS2890.6 (2009) – Parking facilities, Part 6: Off-street parking for people with disabilities (AS 2890.6)
- British Standard EN 12464-1:2011 – Light and lighting. Lighting of work places. Indoor work places (BS EN 12464).
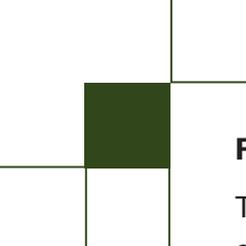
FEEDBACK AND SUGGESTIONS

The Australian Camps Association (ACA) welcomes feedback on the content of this resource, particularly good examples of ways to simplify or improve the user-experience for diverse populations of people visiting a camp or an outdoor business.

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Self-Assessment Resource

1 ORGANISATIONAL LEADERSHIP

1.1 Organisation leadership

Descriptor: Striving to create an inclusive outdoor business where all visitors feel welcome and have the opportunity to participate to the level of their ability and desire requires sustained organisational commitment. This calls for leadership and the development of an inclusive mindset that guides the behaviors and attitudes of the whole team.			
	Consideration	**Y/N**	**Action**
1.1.1	Your outdoor business' commitment to improving access and inclusion is outlined in your Strategic Plans, Business Plans and permeates through organisational policies.		
1.1.2	An Acknowledgement of Traditional Owners can be done by anyone and is a way of showing awareness of, and respect for, the Aboriginal Traditional Owners of the land on which a meeting or event is being held. For correct protocols on conducting Acknowledgement of country, refer to PDF 1.1 Reconciliation Australia Welcome to and Acknowledgment of Country.		
1.1.3	Outdoor businesses may join the national reconciliation movement by developing a strategic Reconciliation Action Plan using a nationally recognised framework to plan, implement and report on their commitments to reconciliation using the 3 core pillars of relationship, respect and opportunity[10]. Refer to PDF 1.1 Reconciliation Australia, Reconciliation Action Plan Framework.		
1.1.4	Where possible, the camp's staff and volunteer profile reflect the diversity of the communities with whom you work.		
1.1.5	Inclusion permeates every level and aspect of the business and not just relegated to a specific policy, that is, the elements of inclusion are evident within all parts of the business[11].		

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10. *Reconciliation Australia, 2018; Reconciliation Action Plan Framework.*

11. *Mathwin-Raymond, J. 2020. Department of Education South Australia.*

1.1   Organisation leadership (cont.)

Information PDF attachments

PDF 1.1: Reconciliation Australia, Welcome to and Acknowledgment of Country

PDF 1.1: Reconciliation Australia, Reconciliation Action Plan Framework

Useful links

LGNSW Inclusive Tourism online course (what is universal design and how to apply it to create inclusive business):
https://www.lgnsw.org.au/inclusivetourism

More information on universal design:
http://universaldesign.ie/what-is-universal-design/the-7-principles/the-7-principles.html

Reconciliation Australia website outlines the Reconciliation Action Plan program, providing a framework for organisations to adopt and support the national reconciliation movement:
https://www.reconciliation.org.au/reconciliation-action-plans

Victorian Government website provides good information for Victorian businesses on how to conduct an appropriate Acknowledgment of Country:
https://www.aboriginalvictoria.vic.gov.au/acknowledgement-traditional-owners

1.2   Staff and volunteer training

Descriptor: Developing a workplace culture underpinned by values of respect and inclusion can become a lived value through provision of education, training and professional development opportunities to staff and volunteers.		
Consideration	**Y/N**	**Action**
1.2.1 Organisations intentionally work to develop a staff culture that is respectful and welcoming of all people, regardless of age, religion, ability, gender, sexual orientation and cultural and socio-economic background.		
1.2.2 Clients consistently report feeling welcomed and respected by camp staff, in an environment that feels safe and non-judgmental. Mechanisms are in place to actively capture this feedback e.g. customer surveys.		
1.2.3 Staff are inducted with your organisation's Access and Inclusion Policy.		
1.2.4 Co-design approach is practiced by staff members. Refer PDF 3.1 Co-design.		
1.2.5 A range of training, professional development and volunteer opportunities are made available for staff to build awareness and understanding of diversity and also to build confidence to work with people with wide range of disabilities in the outdoors. All staff are actively encouraged to suggest additional opportunities to share ways to promote and embed greater understanding and awareness of all levels of diversity.		
1.2.6 When appropriate, staff have access to specialised training to build skills and understanding to work with people who have been traumatised e.g. Trauma Informed professional development training programs.		
1.2.7 Training is available from various charitable organisations on topics such as vision or hearing loss, modified sport, Blind Sports, etc.		

1.2   Staff and volunteer training (cont.)

	Consideration	Y/N	Action
1.2.8	Staff have opportunity in the workplace to work with participants and groups of different ages, abilities and backgrounds to build their confidence and experience.		
1.2.9	Staff are trained in use of adaptive or specialised equipment as required.		

Information PDF attachments

PDF 1.2: Staff Approach to Working with People with Disabilities

PDF 1.2: Use of Language when Referring to People with Disabilities

PDF 1.2: Volunteer Organisations Working with People with Disabilities in the Outdoors

Useful links

La Trobe University's Disability Resource website provides a range of animations, video clips, hero videos, training modules and PDF information on how to include people with disabilities in sport and recreation programs. The website is a free resource and useful for volunteers and staff working with people with disabilities who have little knowledge in this area:
https://disability-resource.org.au

Foundation House facilitates Trauma Informed Professional Development courses:
https://foundationhouse.org.au/learn-with-us/our-learning-approach

Diversity Australia Training courses:
https://www.diversityaustralia.com.au/training

Aboriginal cultural competence courses available through Centre for Cultural Competence Australia:
https://www.ccca.com.au/content/ccca-courses

2   COMMUNICATIONS

2.1   General communications

Descriptor: Participants with communication difficulties or with low English literacy require staff to communicate in ways that can be understood. Communication methods, other than speech, are part of everyday communication. By dealing with the challenges of augmentative communication requires the use of other forms of communication in a range of accessible formats, to give and receive information and to ensure understanding.

People with communication difficulties may use electronic speech devices, word based or picture-based communication boards or books, Auslan, Key Word sign, gestures and/or spelling. People who speak little or no English may use an interpreter, hand gestures or use a translation app.

Staff and volunteers can assist the person with the communication difficulty through:

- being welcoming and friendly
- treating the person with dignity and respect and speaking in normal volume
- looking at the person and talking directly to the person (not their carer)
- giving the person time to get their message across
- listening to what the person has to say
- be willing to use that person's method of communication
- being aware that just because a person has difficulty using speech doesn't mean they have an intellectual or cognitive difficulty[12].

	Consideration	Y/N	Action
2.1.1	Customers consistently report that staff teams have a welcoming attitude and strong customer service skills, underpinned by a "can do" approach.		
2.1.2	Maps and visual cues are available to use. Refer to PDF 2.1: ACA Communication Aids Handout by Scope.		
2.1.3	Communication aids e.g. communication boards or social scripts are available and displayed in an area that is visible.		

12. *Scope Ltd, 2015; Communication and Inclusion Resource Centre, Communication Access for all.*

2.1   General communications (cont.)

	Consideration	Y/N	Action
2.1.4	Staff are trained in telephone communication strategies when talking to people with heavy accents.		
2.1.5	Staff are trained in National Relay Service.		
2.1.6	Staff are trained in Keyword sign and/or basic level Auslan and with access to on-going training as required.		
2.1.7	Key customer information is written in Plain English or available in Easy English.		
2.1.8	Information is kept to a minimum and free of waffle or jargon. For people with autism, avoid non-literal language.		
2.1.9	And videos used contain captions and/or images are displayed on accessible website.		
2.1.10	Assistive listening devices e.g. audio loops have been installed in conference rooms, to assist people who are hearing impaired and attention is paid to reducing environmental challenges such as soft furnishing to absorb sound.		
2.1.11	Key client information has been translated into a range of other commonly used languages.		
2.1.12	Staff use respectful and welcoming language for diverse camp guests when communicating across advertising channels, website, and customer enquiries. Staff avoid using inappropriate terms such as 'handicapped guests' or terms like 'special guests' when describing a group of guests with disabilities.		

Information PDF attachments

PDF 2.1: ACA Communication Aids Handout Scope

PDF 2.1: Parks Victoria SOCIAL SCRIPT about Wilson Promontory National Park

PDF 2.1: Tips for Communicating with People with Autism Spectrum Disorder

PDF 2.1: Tips for Successful Communication

Case study

PDF 2.1: Case Study Camp Manyung Accessible Communication Accreditation process

Useful links

SCOPE Australia's Resource Hub provides a wide range of valuable resources designed to improve accessible communications in business:
https://www.scopeaust.org.au/information-resources-hub

SCOPE Australia's training available Australia-wide:
• Easy English and Plain English training courses
• Key word sign training
https://www.scopeaust.org.au/services-for-organisations/access-and-inclusion-for-businesses/education-training

SCOPE Australia's Accessible Communications Accreditation:
https://www.scopeaust.org.au/services-for-organisations/access-and-inclusion-for-businesses/communication-access

Amaze provides support to organisations who wish to learn more about Autism and assist you in developing your own social scripts:
https://www.amaze.org.au

Federal Government information page on the National Relay Service for people who are deaf, hard of hearing or have speech impediment to make and receive phone calls:
https://www.communications.gov.au/what-we-do/phone/services-people-disability/accesshub/national-relay-service

2.2   Signage and wayfinding

Descriptor: Effective wayfinding ensures that visitors are aware of their surroundings and can intuitively navigate from one place to another. This requires careful planning of the positioning of directional and location signs, maps, directory boards and information reception desk. The attached Wayfinding System Audit tool assists the business operator to design and plan for this.

	Consideration	Y/N	Action
2.2.1	Completion of a Wayfinding System Audit for your premises. Refer to PDF 2.2 CRC Construction Innovation Wayfinding System Audit Tool.		
2.2.2	A continuous accessible path of travel throughout the camp starting from the car park to camp reception, to/from accommodation, to/from dining area, to/from bathrooms, to/from activities[13].		
2.2.3	Signage graphics are compliant with standards. Refer to website link to Design for Everyone Guide for excellent signage guidelines.		
2.2.4	Warning signs are clear and unambiguous and care is taken to include those with vision impairment, presenting information in the most accessible form.		
2.2.5	Location signs are provided for main buildings and areas and placement of signs is consistent and mindful of lighting both natural and artificial.		
2.2.6	Directional signs are provided at key places where choice of direction needs to be made.		
2.2.7	Text and symbols used on signs are in colors that contrast with the background.		
2.2.8	Use of universal symbols in camp signage e.g. swimming pool symbol, toilet symbols, rubbish bin symbol. These symbols are easy to understand for people with limited English and for some people with cognitive disabilities.		

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13.   *Kenwright, J. 2020. Parks Victoria .*

2.2 Signage and wayfinding (cont.)

	Consideration	Y/N	Action
2.2.9	Signs are placed between 1200mm and 1600mm above ground or floor level.		
2.2.10	If maps are used, they are easy to follow and assist with wayfinding around the venue.		

Information PDF attachments

PDF 2.2: CRC Construction Innovation Wayfinding System Audit Tool

Case study

PDF 2.1: Case Study Camp Manyung Accessible Communication Accreditation process

Useful links

Sport and Recreation Victoria's website, "Design for Everyone Guide" provides excellent, easy to apply information on access requirements for signage and wayfinding:
https://sport.vic.gov.au/publications-and-resources/design-everyone-guide/index-elements/signage-and-wayfinding

2.3   Marketing

Descriptor: Marketing material is reached and consumed by diverse audiences and therefore needs to be accessible for the benefit of the customer and the business. This requires consideration of how material is opened, read and understood and how consumers can find the information they need.		
	Consideration	Y/N	Action
2.3.1	Website meets accessibility guidelines, tested by http://www.w3.org		
2.3.2	Inclusive language is used consistently across all marketing channels, undertaking the principles of 'Plain English'.		
2.3.3	Design is clear, simple and clutter-free.		
2.3.4	Text size is 14pt, Bold is used instead of Italics and BLOCK CAPITALS are avoided.		
2.3.5	Contrast between colored background and overlaid text should be at least 25%. Red and green colour contrasts are avoided.		
2.3.6	Customers are invited to ask for information in alternative formats.		
2.3.7	Marketing material is available in different formats e.g. large print, audio, video media with captions, different languages and easy English and plain language.		
2.3.8	Images used in marketing show diversity of participants, reflecting an inclusive, welcoming environment.		
2.3.9	Captions are turned on when loading videos on Facebook.		
2.3.10	Highlighting the accessibility of your business can be enhanced through the images used in your marketing.		

2.3   Marketing (cont.)

	Consideration	Y/N	Action
2.3.11	Easy to find information is available on the accessible website about the level of access of the camp facilities including accessibility of program activities.		
2.3.12	Reaching diverse populations to promote inclusive camp offerings requires tapping into channels that may include diverse community networks e.g. CALD community online newsletters, Disability Sector Newsletters, U3A and Probus newsletters.		

Information PDF attachments

PDF 2.3: Accessible Marketing Guide (UK)

Useful links

Web accessibility initiative:

https://www.w3.org/WAI

2.4   Emergency management

Descriptor: Well developed and annually reviewed Emergency Management Plans form part of the critical foundations of any outdoor business. Undertaking annual reviews and training in the execution of critical incidents is also vital to ensure teams are well prepared in the event of an emergency. Managing people with disabilities and other diverse groups and individuals during an emergency requires additional consideration. Consulting with disability organisations in the development of Emergency management plans and undertaking practice drills in situ with disability groups is also encouraged to identify any gaps in procedures.

	Consideration	Y/N	Action
2.4.1	Fire exits are accessible, minimum door width of 850mm and no stairs.		
2.4.2	Fire extinguishers, hose reels and fire alarm buttons are accessible to wheelchair users.		
2.4.3	Audible alarms are provided in sleeping areas and dining and recreation areas.		
2.4.4	Visual alarms are provided in sleeping, dining and recreation areas.		
2.4.5	Emergency management plans consider people with disabilities including people with communication disabilities in emergency situations. e.g. use of board and pics.		
2.4.6	Emergency management plans include providing earliest possible warning for people with disabilities.		
2.4.7	Evacuation drills and emergency training are undertaken in situ with people with disabilities, families with small children and older adults. Practice drills also undertaken for a medical emergency for those with specific medical requirements to ensure all staff are aware and are trained and prepared.		
2.4.8	Emergency management plans include briefing people with disabilities and carers on procedures to be followed in an emergency.		

3   OUTDOOR PROGRAM DESIGN

It is highly recommended that the information and considerations outlined in Outdoor Program Design be read in conjunction with the current Australian Adventure Activity Standards and Good Practice Guides.

3.1   Program design

Descriptor: The design of outdoor activity programs requires effective planning to ensure the desired outcomes of participating groups and individuals are delivered. The practice of co-design in the planning and development of programs with groups and/or individuals is vital to ensure that any unique participant needs are identified and considered and that challenges to participation are overcome.

	Consideration	Y/N	Action
3.1.1	A process exists to work with clients to ask the right questions that identify their desired program outcomes for their participants. The program is then designed to deliver these desired outcomes.		
3.1.2	Informed consent is obtained from participants/guardians.		
3.1.3	Consultation with visiting groups and/or individuals occurs in advance to ensure any participants' specific needs or pre-existing conditions are communicated, challenges to participation identified and alternatives found. Refer PDF 3.1: Co-design.		
3.1.4	Staff facilitating activities are appropriately trained, skilled and briefed on information relating to participants' needs, capabilities and program design considerations.		
3.1.5	Risk analysis is undertaken to assess level of risk, mitigation strategies and contingency plans.		
3.1.6	Emergency management plans are documented, reviewed, shared with local authorities and familiar to all with any training requirements acknowledged and undertaken.		

3.1 Program design (cont.)

	Consideration	Y/N	Action
3.1.7	When required, certified Adaptive Equipment is sourced to support participation. Risk assessments and written procedures have been developed and staff are trained on the effective use of adaptive equipment and its application to the activity and suitability for participants use.		
3.1.8	Participant outdoor equipment, clothing and footwear is appropriate for activity. Equipment such as PFDs or climbing harnesses are available in a wide range of sizes.		
3.1.9	Consideration given to the time of day that activities are scheduled and how environmental factors may affect participants' capability and safety; such as lighting/glare, weather, terrain, season, flora, fauna, pollen count, bushfire rating etc.		
3.1.10	Level of difficulty of the activity is assessed against participants' physical and cognitive abilities and any pre-existing conditions and discussed with the client, as it is important not to assume someone cannot participate in any particular activity.		
3.1.11	Any particular prerequisite experience or skill level required to undertake the activity has been communicated to the participating client. Importantly, some level of graduated tasks are offered to allow gradual skill development.		
3.1.12	Consideration is given to staff: participant ratios and lower ratios applied if additional support is required for groups or participants with higher support needs.		
3.1.13	Additional time required to complete activities due to needs of participants has been considered and extra time required to move between activities.		
3.1.14	Sequence of activities within a program timetable is considered to build skill level and confidence of participants.		

3.1   Program design (cont.)

	Consideration	Y/N	Action
3.1.15	Intentional games or activities to assist participants to interact, connect and build trust takes place at the commencement of camp experience.		
3.1.16	The program timetable has a balance of adrenalin adventure-based activities and passive activities.		
3.1.17	Adequate breaks are planned during a program to minimise fatigue and potential sensory overload. For some, frequency of such breaks may need to be increased.		
3.1.18	Consideration is given to rostering of activity leaders by gender, if required for cultural sensitivity.		
3.1.19	Consideration is given to accommodate for religious or cultural needs e.g. Ramadan, Prayer times, cultural clothing requirements.		
3.1.20	Quiet "time out" spaces are identified and de-sensitising activities for people with autism are available.		
3.1.21	Activities comply with the recommendations offered in the current Australian Adventure Activity Standards and Good Practice Guidelines.		

Information PDF attachments

PDF 3.1: Co-design

PDF 3.1: Program Planning for Camps with Older Adults

Useful links

Australian Adventure Activity Standards and related Good Practice Guides:
https://australianaas.org.au

Uploads – PRIME method for strategies to reduce incidents for people with pre-existing health conditions:
https://uploadsproject.org

4 OUTDOOR ACTIVITIES

It is highly recommended that the information and considerations outlined in Outdoor Activities, be read in conjunction with the current Australian Adventure Activity Standards and Good Practice Guides.

4.1 Archery

	Descriptor: Archery can take place indoors or outdoors and can be designed so that people of all ages and abilities can participate equally. Safety is an important issue for participants and onlookers, with clearly defined procedures and physical areas for shooting, arrow retrieval, on-looking and waiting for turn.		
	Consideration	**Y/N**	**Action**
4.1.1	There is an accessible path of travel to reach the activity.		
4.1.2	Accessible path to the arrow retrieval area exists, ensuring a non-slip, flat, solid finish.		
4.1.3	Signage is accessible.		
4.1.4	Adequate shade and shelter for the activity exists.		
4.1.5	There is seating available at the activity.		
4.1.6	There is an option for the activity to be undertaken in a seated position, from "open" shooting stations, with no barriers to the line of sight from a seated position.		
4.1.7	2m wide circulation space exists upon approach to and within shooting station.		
4.1.8	High contrast or raised strips or "feet" indicate where a participant can position themselves prior to shooting. Helpful for novice archers or those with vision impairments.		

4.1   Archery (cont.)

	Consideration	Y/N	Action
4.1.9	A sound source is used and positioned at the target e.g. balloons to provide instant auditory feedback.		
4.1.10	Range of equipment is available for varying size and strength of participants. Refer PDF: Accessible Archery.		
4.1.11	Brightly colored targets are used on a backdrop that has high contrast to the target.		
4.1.12	Activity briefings are conducted using both visual demonstrations and verbally with clear instructions.		
4.1.13	Multiple ways to participate in archery are available for participants of varying abilities. Refer PDF: Accessible Archery.		

Information PDF attachments

PDF 4.1: Accessible Archery

4.2 Group games

Descriptor: Group games invite groups of people to play, interact, build trust and connect with one another and assist in building respectful relationships with higher levels of participation throughout the camp experience. The leader's effort in creating an environment where all participants feel welcome, valued, acknowledged and have an opportunity to participate is vital to the success of an inclusive group game experience.

When people with physical or intellectual disabilities are participating together with their peers, some prior planning and consideration to the TREE principles could be applied i.e. Teaching method, Rules, Equipment, Environment or space (Australian Sports Commission).

	Consideration	Y/N	Action
4.2.1	The games facilitator radiates an open, flexible and inclusive mindset.		
4.2.2	Co-design approach is practiced, ensuring any barriers or challenges to participation are identified prior to commencing the games session with the participant and solutions found, with a "what is possible" mindset.		
4.2.3	Challenge by Choice philosophy is adopted, inviting participants to make appropriate choices consistent with the goals of their program.		
4.2.4	The room or area defined to conduct the group games session is accessible and free from unnecessary clutter and obstacles.		
4.2.5	The facilitator may create a variety of options or adaptations that enables participants to choose how they take part in the game.		
4.2.6	Facilitators use language and communication techniques appropriate for the participating group members e.g. open communication, simple instructions, visual cues, tactile and verbal cues, use of key word sign or written instructions or diagrams.		

4.2   Group games (cont.)

	Consideration	Y/N	Action
4.2.7	If equipment is used for the group game, consideration is given to the size, shape, color and texture of balls and other props. Equipment that produces sound e.g. high contrast balls with bells for people with vision impairment or for people with hearing impairment the use of visual cues e.g. waving of colored flags instead of using whistles.		

Information PDF attachments

PDF 4.2: Let's Play Together Guide to conduct inclusive games for all, Australian Sports Commission

Useful links

"Serious Fun" book by Mark Collard explores process for designing inclusive games through facilitator establishing an inclusive group culture and mindset.

4.3   Campfire and bush cooking

Descriptor: Gathering around a campfire in the outdoors is a great experience for all camp participants to connect socially. Campfire circles are useful to facilitate activities such as campfire songs, storytelling and bush cooking. Creating a safe and accessible area around the campfire requires consideration of participants with mobility constraints and wheelchairs to ensure safe maneuverability around the campfire pit and area.

	Consideration	Y/N	Action
4.3.1	There is an accessible path of travel to reach the activity.		
4.3.2	Campfire circles include a variety of seating options and open spaces for wheelchairs or parents with prams to enter.		
4.3.3	The ground is level around the campfire and adjacent to the fire area to avoid the possibility of wheelchairs rolling.		
4.3.4	Adequate shade or shelter is available adjacent to the activity.		
4.3.5	Fires are contained within an open drum or physically defined area denoting where the fire boundary cannot be safely crossed.		
4.3.6	Long handled tools and equipment is provided for bush cooking activities.		

4.4　Kitchen garden programs

Descriptor: Kitchen garden programs are experiential learning programs that teach participants about the food production cycle from garden to plate, including composting, soil preparation, growing, harvesting and preparation of nutritious, seasonal food. Keeping of chickens and worm farms add value to the program.

	Consideration	Y/N	Action
4.4.1	Raised garden beds are set at a height suitable for wheelchairs, are no more than 1.2m wide, ensuring the middle of the garden bed is at arm's reach. Refer to Link to Universal Design integrating principles to camp activities, topic on garden bed design.		
4.4.2	Garden beds are positioned minimum of 1.5m apart allowing room for wheelchairs to move in between on level paths.		
4.4.3	Pathways surrounding gardens are light in colour, contrasting against dark green garden foliage assist people with vision impairment.		
4.4.4	Paths surround the perimeter of raised garden beds to allow participants to access each side of the garden.		
4.4.5	Variety of gardening tools are available including thick handled and long handled tools.		
4.4.6	A range of composting systems are used that can require shoveling or turning a handle or no physical effort e.g. worm farms, compost turn tables, compost bays.		

4.4 Kitchen garden programs (cont.)

	Consideration	Y/N	Action
4.4.7	Chicken coop design includes: • nesting boxes with hatches for egg collection easily accessible from the exterior of the coop • wide gate and circulation space inside the chicken run for wheelchair users. Refer to Link to Universal Design integrating principles to camp activities, topic on Chicken Coop design.		
4.4.8	Gate handles and latches can be opened with one hand and easy to manipulate for people with limited dexterity e.g. can be manipulated using a closed fist or elbow.		

Useful links

This Universal Design resource provides information on design features of kitchen garden infrastructure and chicken coop design:
https://sport.vic.gov.au/resources/documents/universal-design-integrating-principles-camp-activities

4.5   Camping in tents

Descriptor: Overnight camping in tents takes place in the natural environment for one or multiple nights and is a great way to become immersed in nature. Careful planning is required to determine suitable camp sites, availability of fresh drinking water, impact of seasonal factors and identification of other hazards and risks, including expected flora and fauna of the area, suitable equipment and logistics. These considerations are outlined in the AAAS Good Practice Guide for Camping (see link).

Specific information and considerations regarding camping in tents for people with mobility issues is outlined in the PDF 4.5: Accessible Camping in Tents.

	Consideration	Y/N	Action
4.5.1	Participants' specific needs and abilities have been considered in the planning stages of the camping experience.		
4.5.2	Gradient of the camp site and firm, stable ground surface area.		
4.5.3	Shelter from high winds and extreme weather conditions.		
4.5.4	Proximity to accessible bathroom facilities and accessible pathway leading to facilities.		
4.5.5	Availability of safe drinking water.		
4.5.6	Tent design, weight, height, space, assembly complexity.		
4.5.7	Suitable mattress and bedding options.		
4.5.8	Cooking and eating facilities and equipment.		

4.5   Camping in tents (cont.)

	Consideration	Y/N	Action
4.5.9	Suitable protective clothing.		
4.5.10	Where possible, some alternative sleeping accommodation is available for those unable to cope with the full camping/tent experience.		

Information PDF attachments

PDF 4.5: Accessible Camping in Tents

Useful links

https://australianaas.org.au/wp-content/uploads/Camping-GPG-V1.0.pdf

4.6   Bushwalking – day and overnight

Descriptor: Bushwalking takes place in natural environments for varying lengths of time (from a few hours to extended walks requiring overnight camping) and may also include rogaining or orienteering activities. There are many specific planning factors for bushwalking to be considered in the activity planning stages, outlined in the AAAS Good Practice Guide for Bushwalking (see link).

	Consideration	Y/N	Action
4.6.1	The full length of the intended route has been assessed for the suitability of participant's needs and abilities. A variation on the route exists for those requiring a graduated activity. Refer PDF 4.6: Bushwalking.		
4.6.2	Vehicular access is available at different intervals along the planned route.		
4.6.3	Options exist for withdrawing from the hike or modifying the route if necessary, without significant difficulties.		
4.6.4	Participant/Leader ratios have been assessed based on the difficulty of the route and participants' needs and abilities (refer to ratio recommendations in AAAS Bushwalking).		
4.6.5	Access to all terrain wheelchair equipment is available for participants with significant mobility limitations.		

Information PDF attachments

PDF 4.6: Bushwalking

Useful links

Australian Adventure Activity Standards for Bushwalking:
https://australianaas.org.au/wp-content/uploads/Bushwalking-GPG-v1.0.pdf

Parks Victoria Trail Rider program offers unique opportunity to access wilderness areas in certain National Parks in Victoria:
https://www.parks.vic.gov.au/get-into-nature/all-abilities-access/all-terrain-wheelchairs

4.7   Challenge ropes courses

Descriptor: High and low challenge ropes courses are physical structures comprising of individual or series of elements that require the participant to traverse, using dexterity, strength and balance. They are often designed for personal challenge and/or team building exercises and require fall protection systems to protect participants should they fall from an element.
Fall protection systems for low ropes courses may include; spotting and/or an impact absorbing system e.g. soft fall. High ropes courses require belay systems using harnesses and specialist safety equipment.

Refer to AAAS Good Practice Guide for Challenge Courses for guidance on the safe conduct of any challenge course.

	Consideration	Y/N	Action
4.7.1	Path leading to challenge ropes course is accessible.		
4.7.2	Appropriate procedures are in place to address risks associated with the activity conducted for people with various physical and intellectual disabilities.		
4.7.3	Pre-activity assessment is conducted to ensure participants have necessary pre-requisite skills and knowledge to undertake the activity.		
4.7.4	The challenge course is designed to provide options for participants of various skills, knowledge and experience.		
4.7.5	There is a choice for participants, by providing different challenge course entry and exit options.		
4.7.6	Group dynamics are considered when grouping participants.		
4.7.7	Instructors create a supportive group environment to ensure positive emotional support is provided.		
4.7.8	Variety of harness sizes are available to suit different participant body sizes.		

4.7   Challenge ropes courses (cont.)

	Consideration	Y/N	Action
4.7.9	Specialised harnesses such as the Universal Harness are used as per manufacturer's instructions and only if appropriate for the activity context. Universal Harness must be able to adequately support an individual with a lack of trunk control.		
4.7.10	Safe and dignified method of transfer from wheelchair to harness is practiced.		
4.7.11	Helmets are available in a wide range of sizes and readily adjusted to suit all sizes.		
4.7.12	Clear and concise safety briefings are conducted.		
4.7.13	Instructor to Participant ratio is increased to provide greater assistance if required.		
4.7.14	Activity instructors are trained in activity procedures and methods to support people of all abilities using the challenge course.		
4.7.15	Sufficient time must be allowed for participants to complete the activity.		

Information PDF attachments

PDF 4.7: Facilitating Challenge Ropes Courses

Useful links

Blackwood Outdoor Education Centre accessible high ropes course:
https://blackwoodssoec.vic.edu.au/06_activities/webpage_23_high_ropes/high_ropes.html

Camp Manyung recreation course universal ropes course:
https://www.youtube.com/watch?v=98LD3toXtYU

4.8 Flying fox

Descriptor: Flying foxes and zip lines are elements of challenge ropes courses or as stand-alone individual elements. The activity typically allows participants to be harnessed to a pulley system and to ride the length of the cable. Key issues for accessibility include access to take off point platforms at height and space at dismount point.

Refer to AAAS Good Practice Guide for Challenge Courses for guidance on the safe conduct of any challenge course elements including flying fox.

	Consideration	Y/N	Action
4.8.1	Path leading to flying fox is accessible.		
4.8.2	Appropriate procedures are in place to address risks associated with the activity conducted for people with physical and intellectual disabilities.		
4.8.3	Instructors create a supportive group environment to ensure positive emotional support is provided.		
4.8.4	Variety of harness sizes are available to suit different participant body sizes.		
4.8.5	Specialised harnesses such as the Universal Harness are used as per manufacturer's instructions and only if appropriate for activity context. Universal Harness must be able to adequately support an individual with a lack of trunk control.		
4.8.6	Use of specialised harnesses and associated belay systems together with any other adaptive equipment must ensure participants dignity is maintained and has been endorsed for use by flying fox manufacturer and engineer.		
4.8.7	Safe and dignified method of transfer from wheelchair to harness is practiced.		
4.8.8	The take off point allows sufficient space for additional support person and the activity instructor.		

4.8   Flying fox (cont.)

	Consideration	Y/N	Action
4.8.9	The dismount point of the flying fox allows sufficient space for additional support person to be present and space to transfer from harness to wheelchair.		
4.8.10	Staff have completed specific activity accessibility training.		
4.8.11	Instructor to participant ratio is increased to provide greater assistance if required.		
4.8.12	Sufficient time must be allowed for participants to complete the activity.		
4.8.13	Outdoor seating is available adjacent to the activity.		

4.9   Giant swing

	Descriptor: Giant swing structures are commonly used as high challenge activities at camps. The use of specialised harnesses and associated safety pulley systems can make the difference to participation in giant swing activities for people with limited mobility.		
	Consideration	**Y/N**	**Action**
4.9.1	Path leading to giant swing is accessible.		
4.9.2	Harnesses are available in a range of sizes.		
4.9.3	Specialised harnesses such as the Universal Harness are used as per manufacturer's instructions and only if appropriate for activity context. Universal Harness must be able to adequately support an individual with a lack of trunk control.		
4.9.4	Use of specialised harnesses and associated belay systems together with any other adaptive equipment must ensure the participants' dignity is maintained and has been endorsed for use by giant swing manufacturer and engineer.		
4.9.5	An option exists for the release cord to be activated by the activity instructor via a mouse cord, for participants who are physically unable to activate the release mechanism independently.		
4.9.6	Staff have completed specific training on use of any adaptive equipment e.g. Universal Harness.		
4.9.7	Activity run-way used by the group to pull the giant swing haul rope is a firm, flat surface.		
4.9.8	Adequate shade and seating is available adjacent to the activity as a rest area.		

4.10 Cycling, cycle touring and mountain biking

Descriptor: Cycling and mountain biking are popular outdoor activities that require the participating rider to power the cycle over a variety of terrains that may include roads, cycle paths, and off-road trails. Mountain biking involves maneuvering a cycle on off-road, unsealed terrain that may include trails, rocky ground and obstacles such as fallen trees or branches, creeks, mud and rocks. For any cycling or mountain biking activity, consideration should be given to participants physical abilities, riding experience and fitness level, trail classification, together with choice of equipment suitable for rider and terrain.

These considerations and more are outlined in the Australian Adventure Activity Standards and Good Practice Guide for Cycling, Cycle Touring and Mountain biking.

	Consideration	Y/N	Action
4.10.1	Cycling activity has been assessed for suitability based on participant's individual ability, fitness and experience levels.		
4.10.2	Range of helmet sizes are available.		
4.10.3	Power assisted cycle batteries are sufficiently charged for the anticipated length of the activity.		
4.10.4	Supportive attachments for cycles are available to riders e.g. training wheels.		
4.10.5	Range of non-standard cycles, including tandem cycles, have been sourced to suit the needs of individual participants. Refer: PDF 4.10 Non-standard Cycles.		

Information PDF attachments

PDF 4.10: Non-standard Cycles

Useful links

Australian Adventure Activity and Good Practice Guide for Cycling and Mountain Biking:
https://australianaas.org.au/wp-content/uploads/Cycling-Mountain-Biking-GPG-v1.0.pdf

Break the Boundary Inc, 2018. The Australian Adaptive Mountain Bike Guidelines provides comprehensive information on all aspects of adaptive mountain bike riding:
https://breaktheboundary.com.au
https://breaktheboundary.com.au/resources/guidelines

We Love Cycling. 2018. What you need to know about inclusive cycling for anyone with a disability:
https://www.welovecycling.com/wide/2018/08/09/what-you-need-to-know-about-inclusive-cycling-for-anyone-with-a-disability

Wheels for Wellbeing, 2017. A Guide for inclusive cycling:
https://wheelsforwellbeing.org.uk/campaigning/guide

4.11 Canoeing and water paddle craft

Descriptor: Paddle craft refers to a type of watercraft propelled and maneuvered by the participant e.g. canoes, kayaks. Paddling a watercraft on an inland waterway, on flat water, is a low impact activity that can be enjoyed by a wide range of participants with varying abilities.

	Consideration	Y/N	Action
4.11.1	Paths leading to the water venue are accessible with wide paths to the canoe launch site to enable craft to be easily transported.		
4.11.2	There is a wide, firm path and a level or a soft gradient to the water's edge and into water.		
4.11.3	There are racks to stabilise the watercrafts at a transferable height.		
4.11.4	There is a roller system for watercraft movement, allowing participants to move their own craft into the water.		
4.11.5	The water's edge entry point allows a person to steady the canoe while another person is entering the canoe.		
4.11.6	Transfer assistance aides are available e.g. slide boards, mats, portable hoists.		
4.11.7	Velcro straps on paddles to assist people with varying gripping abilities.		
4.11.8	Paddles with hand grip or groove to assist with understanding of hand positioning on the paddle.		
4.11.9	Approved personal floatation devices are available in a range of sizes and styles.		
4.11.10	Range of watercraft are available to suit different body shapes and sizes.		

	Consideration	Y/N	Action
4.11.12	Range of paddles (length, weight) are available to suit different needs.		
4.11.13	Range of helmet sizes, readily adjusted to varying sizes.		
4.11.14	Back supports are available in canoes.		
4.11.15	Canoe allows for padding and support materials to be placed around the paddler if required.		
4.11.16	Windproof and waterproof jackets are available to reduce the chilling effect of the wind.		

Information PDF attachments

PDF 4.11: Tips for Facilitating Canoeing for People with Disabilities

Useful links

Parks Victoria Accessible Canoe Launch:
https://www.parks.vic.gov.au/get-into-nature/all-abilities-access/accessible-canoe-launcher

Licola Wilderness Village Accessible Canoe Launch:
https://www.youtube.com/watch?v=FQm1iuB6_To

Australian Adventure Activity Standards and Good Practice Guide for Inland Water, Paddle Craft:
https://australianaas.org.au/wp-content/uploads/Inland-Water-Paddle-craft-GPG-v1.1.pdf

4.12 Snorkel swimming

Descriptor: Snorkel swimming involves swimming on the surface of an open water environment using a mask and snorkel to view the aquatic plants, animals and coral below. Participants may wear a personal floatation device (PFD) to help them remain buoyant and to float on water surface.

Detailed activity safety considerations required for snorkel swimming are outlined in the AAAS Good Practice Guide for Snorkeling (see link).

	Consideration	Y/N	Action
4.12.1	Activity leader provides clear instructions at commencement of activity ensuring all participants understand key information. Establishing a simple set of hand signals to be used in the water is useful.		
4.12.2	Wetsuits provided in a wide range of sizes for those participants who require extra layer of warmth.		
4.12.3	Personal Floatation Devices (PFDs) are provided and available in a wide range of sizes.		
4.12.4	The activity leader can be clearly identified in the water and from a distance by wearing a distinctly different colored vest and snorkel equipment, so participants and others can identify them easily.		
4.12.5	A participant who requires additional support during the water activity maybe identified easily by the instructor by wearing a specific colored ribbon or vest.		
4.12.6	A buddy system is established prior to entering the water.		
4.12.7	Additional activity leaders may be required to provide extra support for participants with higher support needs.		
4.12.8	Additional buoyancy devices are available to provide extra support if required e.g. pool noodles and kick boards.		

4.12   Snorkel swimming (cont.)

	Consideration	Y/N	Action
4.12.9	Point of entry and exit to the open water venue is accessible and clear of major hazards.		
4.12.10	An accessible path of travel may be required for people with mobility limitations to access the water via the land, with a floatable beach wheelchair required for the participant to launch into the water.		

Useful links

Australian Adventure Activity standards and Good Practice Guide for Snorkeling:

https://australianaas.org.au/wp-content/uploads/Snorkelling-GPG-v1.0.pdf

4.13 Beach accessibility

Descriptor: For participants with mobility issues, a range of adaptive equipment is available to enhance the enjoyment of time spent at the beach. At certain suitable beaches around Australia, there is a growing trend for local councils to provide beach matting that enables domestic wheelchairs to access the beach.

	Consideration	Y/N	Action
4.13.1	Check with your local council and/or the surf lifesaving club if beach matting is provided for the general public in your area, noting which days of the week the matting is provided.		
4.13.2	Beach wheelchairs are available in a wide range of styles (see links below) and can be hired from some lifesaving clubs or other suppliers.		
4.13.3	Check weather conditions to ensure beach wheelchairs are suitable for use and carers are trained in use of beach chairs		
4.13.4	It is not recommended to take any beach wheelchair more than axle deep and only in calm conditions, unless: • it is designed to float; • you are between lifesaving flags; and • you have the permission of the patrol leader[14].		
4.13.5	Wetsuits are available in a range of shapes and sizes and can be custom made to suit a range of abilities.		
4.13.6	Locally based organisations like branches of the Disabled Surfers Association facilitate inclusive surf events throughout the summer months around Australia. These organisations provide good sources of information regarding beach accessibility.		

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14. Bill Hallett 2020, Disabled Surfers Association Mornington Peninsula.

Useful links

Push Mobility provides a range of services to support beach accessibility across Australia:

https://www.pushmobility.com.au/collections/beach-accessibility

Disabled Surfers Association branches around Australia:

http://disabledsurfers.org

5   BUILDINGS

5.1   Doors, doorways and passageways

Descriptor: Doorways and passageways need to be wide enough and barrier free to easily pass through and allow adequate space for maneuvering of wheelchairs.		
Consideration	**Y/N**	**Action**
5.1.1	Door clear opening including active leaf for double doors not less than 850mm.		
5.1.2	Doors with glass panels to use safety glass. The provision of safety glass and its requirements can be assessed by the Statutory Building Surveyor/Certifier in each relevant state.		
5.1.3	Glass doors are marked with a horizontal visual indicator e.g. contrasting strip. For detailed information refer to PDF 5.1 Access Advice for Doors, Doorways and Passageways.		
5.1.4	The threshold at doorways incorporate a smooth transition without a step or lip and is clear of obstructions e.g. weather seal, ledge or fittings. Note: AS 1428.1 Clause 7.2 allows for some obstruction tolerance – 3mm for vertical abutments and 5mm for rounded or beveled abutments.		
5.1.5	Door handles are located within 900mm and 1100mm above finished floor level.		
5.1.6	The clearance between the door handle and the back plate or door face at the centre grip section of the handle is between 35-45mm.		
5.1.7	Door handles are D-pull for sliding doors and lever type for swing doors.		
5.1.8	Closers are lightly sprung and allow adjustments to be made. Door force to open swing or hold open does not exceed 20N.		

5.1   Doors, doorways and passageways (cont.)

	Consideration	Y/N	Action
5.1.9	Circulation space exists on both sides of the doorway for wheelchairs (depending on type and width of door, there may between 1300mm to 1500mm of circulation space).		
5.1.10	Passageways and corridors are recommended as minimum 1200mm wide. For detailed information refer to PDF 5.1 Access Advice for Doors, Doorways and Passageways.		
5.1.11	Placement of furniture and fittings (e.g. fire extinguisher) in passageways, leave an unconstructive width of the path of travel not less than 1000mm.		
5.1.12	Based on furniture layouts, the following circulation spaces should be provided to allow mobility for users of wheelchairs: • For a turn between 60-90 degrees, a space >1500x1500mm • For a turn between 90-180 degrees, a space of >2070mm in the direction of travel x 1540mm wide.		

Information PDF attachments

PDF 5.1: Access Advice for Doors, Doorways and Passageways

5.2   Stairways and steps

	Descriptor: Doorways and passageways need to be wide enough and barrier free to easily pass through and allow adequate space for maneuvering of wheelchairs.		
	Consideration	**Y/N**	**Action**
5.2.1	Stairways do not have a width less than 1000mm between handrails.		
5.2.2	Tread widths of 260-300mm are consistent for the flight of stairs. A set back of one tread width is required to the first ascending riser of stairway and any intermediate landings.		
5.2.3	Riser heights of 150-165mm are consistent for the flight of stairs are recommended. Note: height risers and depth of goings are determined by building surveyors in each relevant state.		
5.2.4	Nosings on stairs are accentuated in a contrasting colour and texture using tactile ground surface indicators (TGSIs). For detailed information on tread strips and TGSIs refer to PDF 5.2: Access Advice Stairways and Steps.		
5.2.5	The stairway goings including trend strips have a slip resistant surface. For external timber stairs, algae growth is checked and removed as required.		
5.2.6	There is sufficient lighting on stairs at all times. DDA recommends level of lighting for indoor stairs is 100 lux (based on UK standards).		
5.2.7	Stairway handrails (circular or elliptical) are smooth and between 30mm-50mm diameter and have a clearance of not less than 50mm between handrail and wall. Exposed edges at ends and corners of handrails have a radius less than 5mm.		

	Consideration	Y/N	Action
5.2.8	Handrails are provided on both sides of non-fire isolated stairs, that extend a minimum of 300mm from top riser and one tread + 300mm from bottom riser.		
5.2.9	The top of the handrail height is between 865-1000mm above nosing of stairway or finished floor and is consistent through the stairs and any landings. Handrails should have no vertical sections and follow the angle of the stairway nosings.		

Information PDF attachments

PDF 5.2: Access Advice Stairways and Steps

5.3   Ramps

	Descriptor: Internal or external ramps can be provided as better alternatives to stairways, providing one way of access for everyone.		
	Consideration	**Y/N**	**Action**
5.3.1	Ramp width is 1000mm between handrails.		
5.3.2	Compliant handrails exist on both sides of ramp.		
5.3.3	Landing intervals do not exceed 9m for ramps with 1:14 gradient and 15m for ramps with 1:20 gradient.		
5.3.4	Kerbs or kerb rails are provided on ramps and landings and handrails are located in line with kerb rail or set inward no more than 100mm.		
5.3.5	All ramps are designed for independent wheelchair use. Where building pathways are steeper than 1:20, they constitute ramps and require compliant ramp provisions.		
5.3.6	Ramps have a gradient no steeper than: • 1:8 for thresholds and kerbs • 1:10 for step ramps • 1:14 for ramps longer than 1900mm.		
5.3.7	Ramp surface is firm and slip resistant in all weather conditions.		

5.3   Ramps (cont.)

	Consideration	Y/N	Action
5.3.8	Ramp surface is free of any gaps, ensuing wheelchair wheels, pram wheels, heals, walking frames, crutches and canes will not get caught. Ramp surfaces such as decking do not have slotted openings greater than 13mm, with direction to be transverse to the direction of travel.		
5.3.9	Portable ramps require the same compliance provisions as fixed ramps i.e. slip resistant surface, minimum width between handrails and minimum gradients and profiles.		

Information PDF attachments

PDF 5.3: Ramp Gradient

S2

5.4   Floor surfaces

Descriptor: Floor surfaces need to be firm, non-slip and minimise the possibility of tripping while being functional for frequent heavy use, cleaning and be an appropriate surface for the area's usage.

	Consideration	Y/N	Action
5.4.1	Carpet is low-pile, wrinkle free and edges are fixed and not frayed: • carpet pile height does not exceed 11mm and backing does not exceed 4mm • exposed edge of floor covering is fixed and/or trim provided • recessed matting of a mat or carpet material has fully compressed surface level with or above the surrounding surface with a level difference no greater than 3mm • recessed matting that abuts to surrounding pavement does so in a smooth transition.		
5.4.2	Vinyl and tiled surfaces are slip resistant, including when wet.		
5.4.3	Timber surfaces e.g. deckings do not have slotted openings greater than 13mm, with direction to be transverse to the direction of travel.		
5.4.4	Floor pavement materials e.g. concrete surfaces are slip resistant with a texture that allows it to be transversable in a wheelchair and for people with ambulant or sensory disabilities. Any change of surface is noted by a change of colour for those with vision impairment.		
5.4.5	At change of surfaces e.g. leading edge of carpet trims shall be soft and flexible and have a vertical face no higher than 3mm, beveled/rounded edge no greater than 5mm.		

5.4   Floor surfaces (cont.)

	Consideration	Y/N	Action
5.4.6	Drain covers and grates are flush with the floor surface: • Storm water grates installed within accessible paths or external courtyards have slotted openings no greater than 13mm in width and are orientated to ensure the long dimension is transverse to the dominant direction of travel • Vertical change of less than 3mm or 5mm for round/beveled edges occurs between the abutment of two surfaces along a continuous accessible path of travel.		
5.4.7	When polishing and finishing surfaces, non-slip qualities are chosen and avoid polishing floors to a high gloss.		
5.4.8	There is an effective 30% luminance contrast between the floor and wall surfaces to aid orientation.		
5.4.9	Colourful and busy floor patterns that cross pathways are avoided. Instead, colour is used as a wayfinding tool to designate pathways and take people in the required direction of travel.		

5.5   Lighting – internal and external

	Consideration	Y/N	Action
Descriptor: Measuring the effectiveness of light levels in external and internal area should be undertaken in varying conditions, including those areas used at night or at dusk.			
5.5.1	Consistent and even lighting should be provided externally along pathways, throughout carparking, set down areas and entrances to all buildings.		
5.5.2	External pathways are lit at critical points; change of direction, change of level, stairways.		
5.5.3	Consistent and evening lighting is provided inside all buildings including signage points and where visitors interact.		
5.5.4	Internal light switches are logically placed next to doors and horizontally aligned with door handles.		
5.5.5	Light globes with increased brightness are used where required.		
5.5.6	Lighting should be reflected downwards without providing pooling or glare and use of natural light is optimised wherever possible.		

5.6   Furniture – tables, seating and other

Descriptor: Providing a wide variety of furniture at camp gives people with disabilities the choice to select the furniture that best suits their needs. Often the table and seating layout in a dining room or conference room can be easily moved around to suit the needs of individuals with limited mobility. It may be helpful for some of the tables in the dining room to be made suitable for a wheelchair to roll under. Such flexible, adaptable furniture also allows for rearrangement of the layout to better suit those who seek to sit away in a quieter area.

	Consideration	Y/N	Action
5.6.1	Outdoor tables are on firm and level ground.		
5.6.2	A clear space of 1500mm is around tables to allow for wheelchair maneuvering.		
5.6.3	The clearance under the outdoor table is at least 650mm high and 800mm wide.		
5.6.4	The table top surface is between 750mm and 850mm above floor or ground. Dining room tables are designed with a proportion accessible to person using a wheelchair (refer to link below).		
5.6.5	A variety of seating is available e.g. chairs with and without armrests, some with backrests and different sizes. Top surface of arm rests are at a height of 220-300mm above the seat and edges or projections from the seating sections with a radius of less than 5mm.		
5.6.6	A range of seat heights are provided to accommodate adults and children. Height of seats or benches are usually 450mm, for older people heights of up to 520mm and lower heights of 350mm for children.		
5.6.7	Variety of informal seating furniture is available e.g. sofa, lounge, chairs, beanbags that are firm and soft. Some fixed and non-fixed.		

5.6   Furniture (cont.)

	Consideration	Y/N	Action
5.6.8	Adequate storage areas exist for mobility aids. If lockers are provided, appropriate locking or latching devices are used to assist those with limited had dexterity.		
5.6.9	Windows and window furnishings are easy to reach. Window controls are located within 500mm of an internal corner and positioned 900-1100mm above floor level.		
5.6.10	High chairs are available for use by young families camp dining room.		

Useful links

http://www.disabilityaccessconsultants.com.au/wheelchair-accessible-picnic-tables-street-furniture

5.7 Beds and bunks

Descriptor: Offering flexible room configurations for bunks and beds in accommodation areas is ideal for meeting the needs of a diverse range of camp visitors. For wheelchair users and people who require the use of a portable hoist to transfer into beds, it is useful to have a single bed available as an alternative option to a bunk bed. Providing adequate floor space is important for maneuvering storage of wheelchair and other equipment overnight.

It may also be useful to provide options for carers of people with disabilities to sleep in a room close by or alongside to foster independence yet ensure safety. Many older adults using camp facilities will opt for bottom bunks only, whilst children aged under 9 years are not permitted to sleep on top bunk.

	Consideration	Y/N	Action
5.7.1	Singe beds are available as an option, if required. Single height adjustable beds for guests who use wheelchairs enables easier transfer from wheelchair to bed. Modular king single beds provide options for very tall people. They can also be combined to form a king size bed if required, providing greater flexibility.		
5.7.2	Bunk beds meet the requirements for the Australian Standard.		
5.7.3	Sufficient distance exists between top bunk and lower bunk to allow a person on lower bunk to sit upright comfortably.		
5.7.4	Bunk bed can be moved into a position to allow access from both sides if required. Note if moving away from the wall and upper bunk is to be used, ensure bunk is stable and safety railings on both sides are in place.		
5.7.5	The opening space on at least one side of the bunk is minimum 1400mm wide for the length of the bunk		
5.7.6	Bunks can be removed from the room to provide additional floor space for a single bed if required and circulation space exists for the use of a hoist. • Circulation space of 1540mm width and 2070mm length on the side of bed closest to the door • A width of 1000mm is provided on other side of bed.		

5.7   Beds and bunks (cont.)

	Consideration	Y/N	Action
5.7.7	Sufficient floor space exists to allow storage of wheelchairs and other equipment without impeding movement.		
5.7.8	The bedroom door can be fully opened when the room is occupied and equipment is stored in the room.		
5.7.9	Powerpoints are located between 600-1100mm above finished floor level and close to the bed/bunk to recharge electric wheelchairs overnight or other equipment such as CPAP machines and communication devices.		
5.7.10	It is useful for Camps to supply some key personal care equipment for guests who make require it e.g. portable hoist. Refer PDF 5.7 Portable Hoist.		

Information PDF attachments

PDF 5.7: Portable Hoist

5.8   Kitchenettes

	Descriptor: Kitchenettes can provide facilities for basic tea and coffee making, or include kitchen equipment to enable groups and individuals to self-cater.		
	Consideration	**Y/N**	**Action**
5.8.1	Kitchen benches are designed to be accessible at a height of 870mm by including a lower bench height or adjustable bench height which includes appropriate knee and foot clearances underneath and a minimum length of 900mm.		
5.8.2	Benches are rounded and have no sharp corners.		
5.8.3	Horizontal surfaces are a light colour in contrast to vertical surface.		
5.8.4	Drawers and cupboards have D-shaped handles and are contrast colour to their backgrounds.		
5.8.5	Ovens and refrigerators are located at a height that does not require bending or lifting and must have an isolator switch.		
5.8.6	Essential items are stored in areas that can be easily reached e.g. in pull out drawers or cupboards under benches.		
5.8.7	Taps have a capstan head or a lever to allow ease of operation.		
5.8.8	A common water outlet allows water to be mixed to desired temperature.		
5.8.9	Permanent boiling water units are clearly labeled and have the potential to be isolated to reduce unauthorised access.		
5.8.10	Adequate circulation space exists in kitchen area for wheelchair users.		
5.8.11	Floor surfaces are slip resistant, including when damp.		

5.9   Outdoor BBQ facilities

Descriptor: Outdoor BBQ areas are a common outdoor area for serving and eating outdoor meals at camp. Adequate shade, shelter and seating configurations with consistency of surface levels, can enhance the accessibility and usability of the area.

	Consideration	Y/N	Action
5.9.1	Pathways to outdoor BBQ area has been assessed for accessibility (refer tracks and trails checklist).		
5.9.2	Tables and chair furnishings have been assessed for accessibility (refer furnishings checklist).		
5.9.3	Ground surfaces surrounding BBQ area and eating area is firm and level Fostering ease of access for those with mobility issues.		
5.9.4	Working benches are designed to be accessible at a height of 870mm by including a lower bench height or adjustable bench height which includes appropriate knee and foot clearances underneath and a minimum length of 900mm.		
5.9.5	Adequate shade and shelter exist in the outdoor BBQ area, with good open ventilation.		
5.9.6	Positioning and construction of BBQ area safeguards against accidental burning.		
5.9.7	There is a safe space for a portable BBQ if required.		

5.10 Shower facilities

Descriptor: Accessible showers need to conform with access specifications, including non-slip surfaces, placement of fittings i.e. provision and correct placement of taps, grab rails and with adequate floor and circulation space for wheelchair users and carers, for use of equipment e.g. hoist.

	Consideration	Y/N	Action
5.10.1	Shower recess is no less than 1160x1100mm and shower circulation space is no less than 2350mm long x 1600mm wide.		
5.10.2	Shower curtain weighted at the bottom to contain the spray, maintain dignity for the user and maintain the circulation space of 1600mm x 1100mm.		
5.10.3	Folding shower seat 1000mm width and 390-400mm above ground level.		
5.10.4	Horizontal and vertical grab rails have a diameter between 30-50mm.		
5.10.5	Horizontal grab rails are between 800 and 810mm above floor level.		
5.10.6	Vertical grab rails are between 1700mm and 1900mm above floor level.		
5.10.7	Soap holder or dispenser is between 900 and 1000mm above floor level.		
5.10.8	Thermostatic mixing valve is used.		
5.10.9	Tap handles are between 900 and 1100mm above floor level.		
5.10.10	Taps are sensor or lever or capstan shaped.		

5.10 Shower facilities (cont.)

	Consideration	Y/N	Action
5.10.11	Taps are clearly identified as hot or cold.		
5.10.12	Shower recess has no step down, raised step kerb or hob.		
5.10.13	Shower nozzle can be hand held from a seated position and shower wall outlet located between 695-705mm above finished floor level.		
5.10.14	Doorways have clear opening of at least 850mm.		
5.10.15	There is an appropriate low resistance door closer on the shower door.		
5.10.16	The door has a lever-action type indicator bolt attached inside.		
5.10.17	Shower doors open outwards and circulation space exists on both sides of the doorway for wheelchairs. (depending on type and width of door, there may between 1300mm to 1500mm of circulation space).		
5.10.18	The shower floor surface is slip resistant (including when wet).		
5.10.19	The floor gradient in the shower recess is in the range of 1:60 – 1:80 and the remainder of the floor is in the range of 1:80 – 1:100.		
5.10.20	Some provision for storage of continence aids, wipes and disposal of soiled items.		

5.11 Toilet facilities

Descriptor: Toilets are a fundamental part of camp venues. The toilet configuration at camp requires careful consideration that may include gender neutral toilets, accessible toilets, accessible adult change facilities and the traditional male and female toilet blocks. For accessible toilets, adequate floor space, provision and correct placement of grab rails and toilet paper holders and non-slip surfaces are important features to consider and are outlined in the PDF 5.11: Accessible Toilet Specifications.

	Consideration	Y/N	Action
5.11.1	A range of toilets facilities are provided including gender neutral. Universal Toilets are available on site that strive for inclusivity for families, people with disabilities, transgender and non-binary people, privacy, increased efficiency and forward-thinking design. The design uses openness to enhance safety through shared monitoring, creates privacy and has signage that is clear, functional and inclusive.		
5.11.2	An accessible toilet is provided with each group of toilets.		
5.11.3	Ambulant toilet cubicles are available for guests who are frail or use crutches or walking frames.		
5.11.4	Baby change tables are available to cater for young families.		
5.11.5	Where possible, a "changing places" toilet and change facility exists within the camp for people with profound disabilities. These facilities go beyond the current Building Code Australia requirements and act as current best practice.		
5.11.6	Toilets are located near each key area e.g. accommodation, dining, recreation facilities and nearby to selected outdoor activity areas.		

Information PDF attachments

PDF 5.11: Accessible Toilet Specifications

PDF 5.11: Designing for Inclusivity: Strategies for Universal Washrooms and Change Rooms in Community and Recreation Facilities

PDF 5.11: Changing Places Facilities

Case study

PDF 5.11: Case Study Lady Northcote Gender Neutral Amenities

Useful links

Article about gender neutral toilet design:
http://victoria.ymca.org.au/news-events/news/i-saw-the-sign-gender-neutral-toilets-about-more-than-just-signage.html?fbclid=IwAR2kdpJcVJXa253SXtyvo6yCAA7XSkPP23cp Mdb7zeezZ35eVQLvegr_Pdw

Changing places information kit:
https://www.disabilityaccessconsultants.com.au/accessible-adult-change-facilities-vs-changing-places

5.12 Hand wash areas

Descriptor: Hand wash areas are available within toilet facilities or may also exist as stand-alone designated hand wash stations in or near by to the central Dining room or dining areas. Washing hands prior to food preparation and consumption is a fundamental personal hygiene measure. Hand wash stations in a camp setting are useful when large numbers of camp visitors are required to wash hands prior to meals.

	Consideration	Y/N	Action
5.12.1	Taps are sensor or lever or capstan shaped.		
5.12.2	Taps are clearly identified as hot or cold.		
5.12.3	There is a common outlet for the hot and cold water, hot water is delivered through a mixing spout.		
5.12.4	Any exposed hot water supply pipes are insulated.		
5.12.5	The mirror is located: • Central to basin • Not less than 350mm wide • Not less than 1850mm to the top • No greater than 900mm from finished floor level.		
5.12.6	Shelf as a separate fixture to be: • Width of 120-150mm • Length of 300-400mm • Height of 900-1100mm • Within a circulation space of 790-1000mm outside of any circulation space Shelf as vanity top to be: • Length of 300-400mm • Width of 120mm • Height of 800-830mm.		

5.12   Hand wash areas (cont.)

	Consideration	Y/N	Action
5.12.7	Soap/towel dispensers, hand dryers and similar fittings to be located within 900-1100mm and/or not within 500mm from an internal corner.		
5.12.8	Portable sanitary disposal unit is provided.		
5.12.9	Clothes hanging device is provided within a range of 1200-1350mm above finished floor level and not within 500mm from any internal corner.		
5.12.10	Wash basin is provided within 800-830mm above finished floor level, is not located within the pan circulation space of an accessible toilet and has adequate knee/toe clearance.		
5.12.11	Toilets are located near each key area e.g. accommodation, dining, recreation facilities and nearby to selected outdoor activity areas.		

6 PROPERTY GENERAL

6.1 Car parking and bus set down

Descriptor: People with disabilities require car parking space for cars or buses with wheelchairs lifts, with adequate space for unloading and loading of people and equipment. Set down points need to be adjacent to accessible building entrances and continuous pathways linking the parking are to main building entrances. The surfaces should allow easy movement of a wheelchair and have some undercover capacity for unloading.			
	Consideration	**Y/N**	**Action**
6.1.1	Accessible car parks and bus set down areas are located adjacent to building entrances, with accessible path of travel from the accessible car parking to all required accessible entrances. Designated pedestrian pathways and road crossings in carp parks facilitate pedestrian safety.		
6.1.2	Designated marked accessible car parking spaces exist for people with disabilities and where possible additional numbers of designated accessible parking bays exist beyond minimum requirements.		
6.1.3	Accessible car parking spaces are a minimum 3200mm wide (preferably 3800mm).		
6.1.4	Accessible pathways exist between set down point and main buildings (suitably graded curb crossings, firm, smooth ground surface, moderate gradients).		
6.1.5	Adequate lighting exists in car park / set down area.		
6.1.6	Adequate circulation space allows unloading of wheelchairs and equipment from cars and buses.		
6.1.7	Car parking and bus set down area in a firm, even surface without potholes and with some capacity for undercover unloading.		

Useful links

Accessible car parking spaces as per BCA Clause D3.5, AS/NZS 2890.6:
https://disabilityaccessconsultants.com.au/designer-info/disabled-carpark-cad-details

6.2 Outdoor pathways, tracks and trails

Descriptor: Tracks and trails are important features of camp property to link buildings to activity areas. Continuous accessible paths of travel to outdoor activity sites, ensure that people who use wheelchairs or those who have mobility limitations, can gain access to the adventure activities and enjoy the journey along the trail as a sensory experience to connect with nature.

	Consideration	Y/N	Action
6.2.1	Path surface is firm (e.g. packed earth, compacted topping). Soft surfaces such as gravel, crushed rock or sand are stabilised with chemical stabilisers to maintain stability for wheelchair users.		
6.2.2	Track surface is still firm after rain or after prolonged dry periods.		
6.2.3	Irregular surfaces are avoided (e.g. cobblestones). Gaps in path surfaces do not exceed 5mm.		
6.2.4	If grates are present, gaps between bars are less than 13mm wide and 150mm in length.		
6.2.5	Gradient at any point is not steeper than 1 in 14. (noting 1 in 40 is ideal) as the maximum gradient for all abilities trails (Grade 1 Walking Tracks) under the Australian Standard 2156.1 -2001 Walking Tracks – Classification and Signage For long slopes, there is a landing at least every 9 metres of slope.		
6.2.6	The gravel path cross fall does not exceed 1:40. The bitumen sealed path does not exceed 1:33.		
6.2.7	Path width is minimum of 1500mm, preferably 1800mm allows two wheelchairs to pass.		
6.2.8	Smooth transition exists between abutting surfaces, with vertical differences no greater than 3mm for wheelchair users.		

6.2   Outdoor pathways, tracks and trails (cont.)

	Consideration	Y/N	Action
6.2.9	Hazards on the track are identified and measures to minimise impact are implemented (e.g. tree roots, drains, steps).		
6.2.10	Potential hazards (bodies of water or cliff edges) adjacent to the path are identified and measures to minimise impact are implemented (e.g. handrails or barriers).		
6.2.11	Accessible paths of travel use boarders, planter boxes or garden edging with texture and color contrasts. Green foliage trees and shrubs located at a minimum of 600mm from path edge, provide a contrast in colour to path surface.		
6.2.12	Pathways are free from overhanging foliage.		
6.2.13	Seating areas are available at various points along the track and positioned 600mm from edge of track.		

6.2   Outdoor pathways, tracks and trails (cont.)

Adaptive equipment

Parks Victoria "Trail Rider" is an all-terrain wheelchair and volunteer program that enables people with mobility limitations to access the outdoors on more rugged walking trails that are not accessible to conventional wheelchairs. The Trail Rider is available at no charge, through booking at certain regional Shires and National Parks across Victoria:
https://www.parks.vic.gov.au/get-into-nature/all-abilities-access/all-terrain-wheelchairs

Case study

The design of a sensory-rich trail can be used to enhance an outdoor trail to create an experience that better connects people to their environment through engaging the senses, encouraging curiosity and exploration in the outdoors.

The sensory rich trail design framework is a practical set of guidelines that outlines the design considerations required to develop a sensory trail:
https://www.sensorytrust.org.uk/resources/sensory-rich_trails.pdf

(Parks Victoria and partner organisations are currently working on the development of a sensory-rich trail specifically for people with dementia. Case study to follow when project completed).

Useful links

https://sport.vic.gov.au/publications-and-resources/design-everyone-guide/sport-and-recreation-settings/shared-footpaths

https://parks.dpaw.wa.gov.au/sites/default/files/docs/activities/users-guide-walks-classification-standards.pdf

https://www.sensorytrust.org.uk/resources/sensory-rich_trails.pdf

http://greatershepparton.com.au/assets/files/documents/community/recreation/HRSTTS/Planning_Design_Considerations_July_2014.pdf

6.3   Sports courts

	Consideration	Y/N	Action
Descriptor: Sports playing courts such as basketball courts, volleyball and tennis courts are versatile spaces that can be used for a variety of activities.			
6.3.1	The pathway to the sports court is accessible.		
6.3.2	The entrance to the sports court is accessible i.e. through tennis court gateway.		
6.3.3	Removable or adjustable tennis court nets or netball goal posts provide flexibility for modified games.		
6.3.4	Adequate shade, shelter and seating exists adjacent to the sports court.		
6.3.5	Minimum of 2000mm exists between observers and participants, allowing space to maneuver wheelchair without impinging on sports court.		
6.3.6	A range of sizes, shapes and textures of balls, bats and playing equipment is available for use.		

6.4   Swimming pools

Descriptor: Swimming pools provide an opportunity for structured and non-structured programs at camp. They also provide an oasis and place to cool down in the heat, especially when no natural water source is available.

	Consideration	Y/N	Action
6.4.1	Accessible pathway leads from main building to pool.		
6.4.2	Adequate shade, shelter and seating exists adjacent to the pool.		
6.4.3	The ground surface surrounding the pool is slip resistant and non-abrasive and effectively drained to prevent ponding.		
6.4.4	Area surrounding the pool is wide enough to allow for wheelchair maneuvering.		
6.4.5	Coping and edging of pool are non-abrasive and rounded.		
6.4.6	Pool edging is in a contrasting colour.		
6.4.7	Handrails are placed at all pool entry steps and ramps.		
6.4.8	An accessible means of water entry exists (ramp, hoist or frame, steps instead of ladder) and change facilities with toilet located close by.		
6.4.9	Pool rules are prominently displayed on signs (refer to signage checklist).		
6.4.10	Pool depth is clearly marked.		

6.4   Swimming pools (cont.)

	Consideration	Y/N	Action
6.4.11	Pool depth increases gradually.		
6.4.12	Life jackets or Personal Floatation Devices available for use if required.		
6.4.13	Floatation devices are available for use in the pool if required.		

Useful links

Refer Royal Life Saving Society Australia; Guidelines for Water Safety –
Hotel, Motel and Camping and Caravan Grounds for direction and assistance
in water safety, injury prevention and best practice management:
https://www.royallifesaving.com.au/aquatic-centres/managers/guidelines-
for-safe-aquatic-venues/hotels,-motels,-camping-and-caravan-grounds

PDF attachments

PDF ATTACHMENTS

PDFS INCLUDED IN THIS GUIDE

PDF 1.2....... Staff Approach to Working with People with Disabilities

PDF 1.2....... Use of Language when Referring to People with Disabilities

PDF 1.2....... Volunteer Organisations Working with People with Disabilities in the Outdoors

PDF 2.1....... Case Study: Camp Manyung Accessible Communication Accreditation process

PDF 2.1....... Tips for Communicating with People with Autism Spectrum Disorder

PDF 2.1....... Tips for Successful Communication

PDF 3.1....... Co-design

PDF 3.1....... Program Planning for Camps with Older Adults

PDF 4.1....... Accessible Archery

PDF 4.5....... Accessible Camping in Tents

PDF 4.6....... Bushwalking

PDF 4.7....... Facilitating Challenge Ropes Courses

PDF 4.10..... Non-standard Cycles

PDF 4.11..... Tips for Facilitating Canoeing for People with Disabilities

PDF 5.1....... Access Advice for Doors, Doorways and Passageways

PDF 5.2....... Access Advice Stairways and Steps

PDF 5.3....... Ramp Gradient

PDF 5.7 ...... Portable Hoist

PDF 5.11..... Accessible Toilet Specifications

PDF 5.11..... Case Study: Lady Northcote Gender Neutral Ameneties

PDF 5.11..... Changing Places Facilities

PDFS NOT INCLUDED IN THIS GUIDE (AVAILABLE BY CONTACTING THE ACA)

PDF 1.1....... Reconciliation Australia, Welcome to and Acknowledgment of Country

PDF 1.1....... Reconciliation Australia, Reconciliation Action Plan Framework

PDF 2.1....... ACA Communication Aids Handout Scope

PDF 2.1....... Parks Victoria SOCIAL SCRIPT about Wilson Promontory National Park

PDF 2.2....... CRC Construction Innovation Wayfinding System Audit Tool

PDF 2.3....... Accessible Marketing Guide (UK)

PDF 4.2....... Let's Play Together Guide to conduct inclusive games for all, Australian Sports Commission

PDF 5.11..... Designing for Inclusivity: Strategies for Universal Washrooms and Change Rooms in Community and Recreation Facilities

PDF 5.11..... Lady Northcote Gender Neutral Amenities Plans

PDF 1.2:
STAFF APPROACH TO WORKING WITH PEOPLE WITH DISABILITIES

Friendly and welcoming attitudes of staff and volunteer teams makes an excellent first impression and creates good atmosphere.

When assisting a person with a disability, staff should:

- Communicate at a comfortable distance
- Ask if the person if they need assistance, if they appear to be having difficulties
- Be aware of your own tone of voice
- Be honest and realistic in your response
- Don't feel guilty about refusing unrealistic requests, however explain why something may not be possible
- Be prepared to negotiate
- Treat people with disabilities like any other member of the community.

Staff and volunteer teams may benefit from Disability Awareness training by a reputable organisation to develop a greater understanding and awareness of specific disabilities and should also include the importance of:

- Attentive listening
- Making eye contact
- Using clear and natural speech
- Waiting for a response to a question
- Seeing the person, not the disability.

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PDF 1.2:
USE OF LANGUAGE WHEN REFERRING TO PEOPLE WITH DISABILITIES

Use of language is important to foster inclusive attitudes towards people with disabilities. This can be achieved by applying the following:

Good practice

- Always put the person first not the disability, for example use phrasing such as 'people with disability', 'a person with a hearing impairment'

- When necessary, refer to a person as having a (specified) disability, for example 'has cerebral palsy'. Phrases such as 'suffers from', 'stricken with' or 'victim of' should not be used.

Positive communication

- Speak directly to the person, not to their support person

- Don't make the person's disability an exclusive topic of conversation, but don't be afraid to refer to it if necessary

- Ask the person if they have any specific requirements, such as 'can you hear clearly here?' or 'is the table low enough to write on?' Most people are prepared to explain their requirements

- Avoid phrases that imply a stereotyped view of people with disabilities such as 'it must be terrible for you' (the person may not regard their disability as a great tragedy) or 'aren't you wonderful' if the person performs some everyday activity

- Speak naturally and use words like 'look' and 'see' for example to a person who is blind. Blind people understand the concepts and use the words themselves.

Some words and phrases to avoid

- Avoid referring to people by categories: 'the blind', 'the disabled'. People may have similar disabilities, but we are all unique individuals

- Avoid negative words and phrases that demean people with disabilities, such as unfit, defective, incapacitated or handicapped

- Avoid expressions that imply restriction, such as 'wheelchair-bound'. A wheelchair is an aid to mobility. It is better to say 'uses a wheelchair' or 'is a wheelchair user'

- Avoid silly euphemisms such as 'intellectually challenged' or 'differently abled'.

Most people with disabilities do not like them. It is better to say 'person with a disability'.

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PDF 1.2:

VOLUNTEER ORGANISATIONS WORKING WITH PEOPLE WITH DISABILITIES IN THE OUTDOORS

The following list of organisations provide volunteering opportunities to gain valuable experience, skills and confidence in working with people with disabilities in outdoor activities. There are also social benefits of being part of inclusive communities with like minded people.

Disabled Surfers Association (DSA):
http://disabledsurfers.org

Riding for the Disabled:
http://www.rda.org.au/default-landing.aspx

Sailablility Australia:
https://www.discoversailing.org.au/sailability

Disabled Wintersports Australia:
https://www.disabledwintersport.com.au/home

People Outdoors camps:
https://www.peopleoutdoors.org.au

Parks Victoria Trail Rider Volunteer Program:
https://www.parks.vic.gov.au/get-into-nature/volunteering/trailrider-volunteer-program

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PDF 2.1:
CASE STUDY: CAMP MANYUNG ACCESSIBLE COMMUNICATION ACCREDITATION PROCESS

Introduction

The team at YMCA Camp Manyung in Victoria have been learning about the importance of accessible communications as key to good customer service, through undertaking the process of Accessible Communication Accreditation with SCOPE Australia.

The purpose of seeking Accreditation was for the staff team to learn ways of improving communications, to ensure people visiting camp with communication difficulties or with low English literacy, could give and receive information and feel welcome and included.

The Process

Accessible Communication Accreditation is a program offered by SCOPE Australia, that involves a dedicated access consultant working with the business to provide training and mentoring across a range of communication areas before being assessed and award the accreditation. Outlined below are a number of topics covered in the process.

1. Wayfinding

The first step in the process was learning about the importance of Wayfinding systems, that enables people to navigate from one place to another in new surroundings, like a camp.

It was helpful to learn about Wayfinding firsthand from the Access Consultant who arrived at the camp property for her first visit and with fresh eyes, was able to provide feedback on how the positioning of the camps existing signage, did not enhance the user experience. A Wayfinding Audit Tool was then made available, to conduct a self-assessment to develop a range of wayfinding solutions to implement to create a more accessible and inclusive built environment.

2. Signage upgrade

The camps existing signage was very outdated, inconsistent and long overdue for an upgrade. Through the Wayfinding and signage audit, new signage was designed that considered accessible font, size, graphics and introduction of imagery in addition to words. Draft graphic designs of the signs were created and sent to Scope for review and endorsement, prior to being sent to the manufacturer for final production.

3. Staff Training

Key Word Sign

One day 'key word sign' training session was delivered by SCOPE. Approximately 18 staff attended the training from across program, administration and catering teams. The course was an entry level course designed to give staff the confidence to use Key Word sign in everyday life.
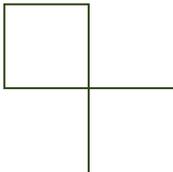
Communication Access Training

The Scope Access Consultant and mentor delivered general training for the staff team to introduce the concepts of Communication Access and its importance in the delivery of effective customer service. This training covered topics such as telephone communications, communicating effectively with people with heavy accents, importance of consistent signage, use of camp information notice boards and more.

Easy English Course

This one-day training course, delivered by SCOPE was undertaken by two members of the camps Administration team. This course provided a basic information about how to develop effective written communication to support people with communication difficulties, whilst ensuring key messages are conveyed.

4. Documentation updates

Following the Easy English Course, a range of key documents for camp participants were updated and aligned with the Easy English guidelines. This training helped staff to learn ways to minimise waffle and become more succinct in written communications.

5. Communication Resources

A range of communications tools were developed that could be used at various engagement points at the camp i.e. at the camp reception and at some activity sites.
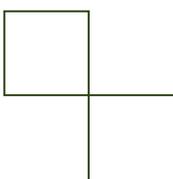
6. Policy and Procedures update

For accessible communication to be sustainable in the long term, it was important to embed accessible communication knowledge within the Camp operating procedures and inductions for new staff.

7. Accessible Communication Audit

The final step in the process was the site visit by members of SCOPE audit team to assess the accessible communication strategies employed by the camp. The assessment in the area of Administration involved a National Relay Service phone assessment, a direct phone assessment and a face to face assessment.

Assessment in the area of challenge ropes course involved face to face assessment of interactions, use of communication aides, and responsiveness in using of the assessor's method of communication.

The accreditation is reviewed on a 3-yearly cycle.

Estimated costs

	Task	Time frame	Cost
Step 1	Site based tour with SCOPE Access Consultant and mentor	1 day	Free
Step 2	Signage and Wayfinding audit using audit tools	1 day	Free
Step 3	Graphic design process for accessible signage and production of signage	3 months	$8,000
Step 4	Introduction to Communication Access process by SCOPE Access Consultant	2hrs	Free
Step 5	Specialised Training • Key Word Sign • Using Easy English	1x day 1x day	$1,500 (18pax) $750 (2pax)
Step 6	Whole staff team training in Communication Access by SCOPE Access Consultant	2hrs	Free
Step 7	Review and modification of key documents for customers • Update booking information • Align with Easy English Guidelines	2-3 weeks	Internal
Step 8	Development of Communication Aides • Communication Boards • Communication Lanyards	3-4 weeks	Internal
Step 9	Undertake Audit visit by SCOPE	1 day	TBC

Acknowledgments

Thank you to YMCA Camp Manyung team members, Jim Boyle, Renee Gascoigne, Jack Dunstan and Megan Willis for sharing their experiences of working through the process of achieving Scope's Accessible Communication Accreditation at Camp Manyung.

Thank you to Scope Access Consultant and mentor Zita Canning for her patience and for providing guidance and training at every step along the journey.

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PDF 2.1:

TIPS FOR COMMUNICATING WITH PEOPLE WITH AUTISM SPECTRUM DISORDER

- Use simple language
- Be patient
- Give the person time to answer
- Communicate one idea at a time
- State your message clearly
- Be as clear, concise and concrete as possible
- Speak in a normal tone of voice
- Give specific choices rather than open ended questions
- Some people with autism spectrum disorders may find it difficult to look at you and listen at the same time

- Say what you mean – people with autism spectrum disorders often have a literal understanding of language. For example, if you use the expression 'hold your horses', the person may respond by asking "Where are the horses?"
- Avoid using ambiguous language that could be misunderstood, for example sarcasm, jokes or metaphors (e.g. 'as good as gold').[1]

1. *Scope (Vic) Ltd 2015; Communication and Inclusion Resource Centre.*

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PDF 2.1:
TIPS FOR SUCCESSFUL COMMUNICATION

- Be welcoming and friendly
- Treat the person with dignity and respect
- Know there are different ways to communicate
- Ask the person what will help with communication
- Find a quiet place
- Listen carefully
- Don't pretend to understand
- When you can't understand the person, let them know you are having difficulty
- If you are having difficulty understanding, try asking questions so the person can answer yes or no
- Ask the person to repeat or try another way if you don't understand
- Check back that you have understood correctly

- Speak directly to the person and make eye contact. (There are some people who may not want you to look at them e.g. some people with autism spectrum disorder)
- Be patient and give the person time to respond
- If you ask a question, wait for the person to reply
- If you think the person has not understood, repeat what you have said or say it a different way
- Speak normally
- You don't have to raise your voice or slow your speech.[1]

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1. *Scope (Vic) Ltd 2015; Communication and Inclusion Resource Centre.*

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PDF 3.1:
CO-DESIGN

Co-design or Human-centred design is another important aspect of Universal Design. As an outdoor business operator or staff team member, it's always good practice to ask questions and discover the perspectives from diverse range of camp participants to develop an understanding of how to become more accessible and inclusive.

By asking the right questions and starting the conversation, this will assist in developing greater understanding and together, designing the best solutions.

"There is only one way to look at things until someone shows us how to look at things with different eyes"

- Pablo Picasso

Consulting with participants from diverse backgrounds in the design of programs, services or the built environment of a camp or outdoor business, goes a long way to ensuring that a wide range of people can access and participate and have a user-friendly experience.

Where possible, it is useful to initiate effective consultation during the early stages of the design process, rather than in the later stages when it may be harder to implement the solutions[1] and potentially reducing the need for retrofitting and unnecessary expense. In this way the experience has inclusivity intrinsically designed within and is not an added afterthought.

Camp operators may initiate consultation with diverse camp participants at any time, for example, during strategic and business planning or when planning a specific project or on a daily basis to improve the user experience at camp.

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1. *Grant, Catheryn; Universal Design Camps and Consultation, Architecture and Access.*
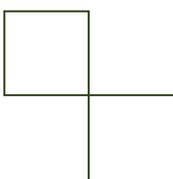
Some general considerations for effective consultation

- Consult with a wide range of users, ensuring the method is transparent and limits selection bias. Identify who has not been consulted and seek out those people who can offer a different perspective e.g. ask Vision Australia or Guide Dogs Australia to conduct a site audit of your camp

- Provide different and multiple consultation techniques to engage a wide range of participants e.g. interviews, focus groups, surveys, workshops, an informal friendly chat

- Ensure the feedback is communicated across the staff team to the relevant staff in appropriate ways and included in design brief of any new projects

- Collect and document design decisions along the way, to track the influence of the participants inputs into the final design and to ensure such input and comments are available to other new initiatives and projects

- Where appropriate, continued consultation throughout a design process is useful to ensure that new products can be trialed, further improvements made and refined before finalised.

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PDF 3.1:
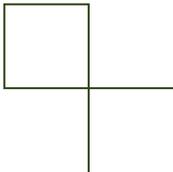**PROGRAM PLANNING FOR CAMPS WITH OLDER ADULTS**

The information provided below are key points, based on discussions with participants from ACA's 'Great Getaway Camp' in November 2019, discussion with Tania Maloney from 'Nurture for Nature' inter-generational programs and feedback from Camp Manyung outdoor activity program for older adults.

Camp staff mindset

- Inclusive, welcoming and encouraging attitudes of the whole camp staff team makes all the difference to the success of older adult camps

- Camp leaders with Flexible approach, ensures that efforts can be made by camp staff to find potential solutions to any barriers to participation that may arise

- Patronising attitudes of Camp staff towards older adult participants (albeit unintentional) is not appreciated by older adult participants and can detract from the whole camp experience. Treating older people (like all people) with dignity and respect in all interactions is key

- Camaraderie and building sense of community is important at camp. Many older adults are socially isolated and camps provide an opportunity to create a sense of belonging

- Consider asking an older person with a 'can do attitude' who is confident and active outdoors on a regular basis to join the camp as a role model. Many older people will not believe they are capable of participating in many outdoor adventure activities. 'I'm too old for this' or 'I never thought I'd ever do this' are common thoughts. An older adult role model within the group can help break down this limited thinking.

Program Planning

- Completion of program risk assessment (refer AAAS & GPG)

- Flexible program design that provides choice / options for everyone to participate, regardless of their physical mobility, is important to ensure inclusion, e.g. providing different activity options for different physical capabilities

- Consider physical effort and cognitive ability required to complete activity programs and design program accordingly

- Consider use of adaptive equipment to support participation on activities e.g. electronic attachments to bikes or use of Universal Harness on Giant swing

- Consider time spent standing around at activity sites, is there seating available?

- Co-designing of the program with participants with specific needs before the camp, will identify any potential barriers and find solutions to overcome them

- Consider protection from weather and environmental factors e.g. wind, heat, sun exposure. Generally, many older people prefer to part take in activities in the morning when they may have more energy and the sun is less severe than the afternoon. For activities in full sun, consider using shade shelters and recommend hats and collared shirts

- Activity Leader: Participant ratios may need to be greater to ensure additional support is provided

- Activities may require small group sizes and/or additional time to complete as older adult participants may move slower than other groups at camp e.g. school groups

- consider longer break times between activities to allow for adequate breaks to regain energy and extra time required to move between activities

- Physically demanding activities could be spread out evenly with passive activities

- Sociable activities e.g. poly pong or table tennis is very important for the down time, social time and reminder of games played in their youth

- Wet weather contingency program

- Provide specific "what to bring" and "what to wear" lists, ensuring appropriate outdoor footwear is specified and outdoor head wear e.g. beanie or sun hat.

Program Facilitation

- *"Encouragement and positive attitude from the camp site staff team can make all the difference to whether a person will participate or not."* – Liz, ACA Great Getaway Camp participant 2019

- Clear and precise activity safety briefings, to build trust among participants that it is a safe experience

- The pace of the activity maybe slower than the outdoor leader is used to, so need to allow time for participants to engage in the activity

  "Jason didn't rush anyone and gave as much time as was needed … this also made a big difference." – Frank, ACA Great Getaway camp participant 2019

- Many outdoors leaders enjoy the slower pace that comes from working with older adults, as a change from working with school groups

- *"Being in nature is a powerful sensory experience and can stimulate distinct memories from their younger years of life. It is great to allow time in the program design for older participants to tell their stories and relive these experiences"* – Tania Maloney, Nurture for Nature, 2020.

Marketing and communications

- Clear communication before camp in formats that are readily used by older adults is important e.g. email or option to send information in the post

- Clear communication during camp is important to ensure everyone is aware of what is happening each day and any changes that may occur

- Consider using a range of different marketing channels to reach older adult audiences e.g. Facebook, U3A, Rotary, CWA, church newsletters, local newspapers, local cinema advertising, local community sporting and recreational clubs e.g. bowls, tennis, golf, swim clubs.

Camp Facility requirements

Accommodation

- Sleeping on top bunks is not appropriate, due to physical effort required, potential for falls and not easy if getting up multiple times during the night for toilet. Most older folks will sleep on bottom bunk or if possible, provision of single bed for those who require it

- Provision of a portable hoist for transfers from wheelchair to bed is vital. Physically lifting of people from their chair is not dignified and is also poor manual handling practice for the carer

- Ensuite bathrooms are important, especially as many older people visit toilet multiple times during the night

- Option to access single bed if required

- Space to store bags off the floor so they don't become trip hazards. Important to take steps to prevent falls for older people.

Trails and pathways

- Accessible paths, tracks, trails and ramps makes a big difference to people with mobility issues

- For participants with mobility issues, it is useful to know in advance how steep the gradient of the camp in the main areas

- Good external lighting between buildings minimises potential for trips and falls when walking after dark for people with impaired vision.

Amenities

- Consider the proximity of amenities from the outdoor activity program sites.

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PDF 4.1:
ACCESSIBLE ARCHERY

Equipment

- Provide a range of different bows (including left and right-handed)
- Easy arrow release mechanisms
- Increase size of target (e.g. large balloons instead of bullseye)
- Purpose built bow stands.

Facilitation

- Use of stickers to provide visual cues to help with orientation (e.g. on a bow or on arrows)
- The physical barrier at the firing line can be removed if participants need to move closer to the target
- Targets may be moved closer to the participant.

Paintball Archery

Paintball archery is played using only a white target. Bows are equipped with foam balls or cork attached to the end, that have been dipped in paint and fired to hit the white target.

This fun version of archery provides a high visual contrast to the participant, accommodating a range of abilities with the only requirement being to hit a white wall or white replaceable paper. It also eliminates comparing one person's ability to another.

PDF 4.5:
ACCESSIBLE CAMPING IN TENTS

Many factors need to be considered in the planning and implementation of an outdoor overnight camping experience for people with mobility issues. In collaboration with each individual participant, needs and abilities must be considered and individual plans developed to ensure adequate equipment, facilities and support structures are in place to ensure a safe and positive camping experience.

The information provided in this document, outlines some general considerations in the planning of an overnight camping experience for people with mobility issues. Refer to AAAS Good Practice Guide for Camping for other recommendations.

Program design and planning

- Overall program to be co-designed with a person with mobility issues who understands the issues and potential barriers to participation
- User-led, person centered approach is practiced that provides each participant with choice and control over defining their own goals for the camp experience
- Safe and supportive environment exists where participants feel comfortable to try new experiences
- The camp experience builds capacity of individuals to be independent in the outdoors as well as engaging in a socially inclusive group experience

- A reasonable balance between duty of care measures for the activity and exposure of participants to a reasonable level of risk
- Flexible program design, allowing adequate time for camp set up, rest periods and unforeseeable circumstances
- Provide participants with detailed information about the camp including planned activities, facilities available, equipment provided/required. Specific information is helpful e.g. Accessible bathroom size, number of bathrooms available to the group, distance from camp site to the bathroom. Photos of the facilities are also useful.

Facilitation

- Camp leaders and support staff should adopt a empowering, person-centered approach that ensures participants undertake tasks independently and only providing assistance when requested
- Weather conditions and seasonal factors have been considered e.g. heat exposure, potential for snow fall and the effect of these conditions on the physical wellbeing of participants
- Open and clear communication between leaders and participants
- Participant/Leader ratio to be determined by the individual and group needs
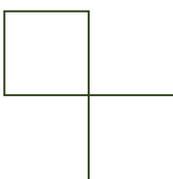
- Provide option for participants who are unable to participate in the camping experience independently, to have a personal carer accompany them to provide the necessary support.

Camp site selection

- The ground surface area of the camp site is firm, e.g. packed earth, compacted topping. The ground remains firm after rain and prolonged dry periods

- If possible, relatively clear ground that is clear of obstacles such as rocks, sticks that interfere with wheeled mobility devices

- The area of the camp site is relative flat, with a gradient less than 1:20

- The area for pitching tents for sleeping is flat

- Potential tree hazards are observed e.g. unattached limbs, dead trees and limbs, impact of severe weather on trees and avoid pitching tents under trees

- Adequate shade and shelter exist and protection from high winds

- There is availability of fresh drinking water

- Knowledge of the accessibility of tracks and trails leading to and from the camp site

- There is access to toilet and bathing facilities suitable to the needs of participants. In natural bush settings, this can be challenging and individual participants must be aware of the toilet and bathing facilities available at the camp site prior to undertaking the camp experience. The distance between tent and toilet and bathing facilities must be considered and the existence of a continuous, accessible path of travel to the facility.

Equipment

Tent and bedding considerations

- Tents should provide easy access (barrier-free threshold and easy to use zips) and appropriate height and internal space for transferring

- Tents should be easily assembled from a seated position, by a person using a wheelchair

- Sleeping mats or adjustable portable stretcher beds of adequate height, size, stability and pressure care suitable to needs of participants

- Lighting in tent, use of head torch or portable battery powered lantern

- Extra bedding available to provide additional layer of warmth if required

- Individuals ability to transfer independently from wheelchair to stretcher bed or wheelchair to ground mattress. If not possible, consider the use of a portable battery powered hoist for base camp set up.
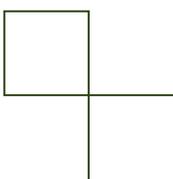
Cooking considerations

- Camping tables with adjustable legs provide flexibility of table height

- Accessible cooking equipment and eating facilities and utensils

- Use of gazebos as shelter for outdoor cooking experience.

Other equipment

- If power is required for powering electric wheelchairs or respirators, it is critical to understand that electricity is unlikely to be available in natural bush settings. If portable generators are used, consider back up options if generators fail

- Provision of wind proof and water proof jackets to reduce the chilling effect of wind and rain

- Adaptive recreational equipment must be used as per manufacturers recommendations and leaders must be competent in its use and application

- Consider use of off-road wheelchairs or wheelchairs attachments e.g.
  - All terrain powered wheelchairs e.g Zoom Chair
  - Free wheels; portable large wheel that can be attached to the front of a standard manual wheelchair that makes it easier to self-propel over rough surfaces
  - Power assisted off-road hand cycle (adaptive mountain bikes)
  - Parks Victoria Trail Rider chair (limited to certain Victorian National Parks).[1]

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1. *Social Ventures Australia Consulting 2019; Access All Terrain Evaluation Report, YMCA Victoria Project.*

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PDF 4.6:
BUSHWALKING

Assessment of full length of intended route

- The track surface is firm (e.g. packed earth, compacted topping)

- The track surface is still firm after rain or prolonged dry periods

- Gradient is not steeper than 1:20

- The cross slope (i.e. slope at right angles to the direction of travel) is less than 1:40

- Track width is minimum of 1200mm

- Shade or shelter exists along the track

- Track is protected from high winds

- Mobile phone coverage is possible along the route or two-way UHF Radio

- Availability of water along the route has been considered and planned for.

Facilitation

- Consideration has been given to how to manage track accessibility when sections of the track has soft ground, rough uneven ground, steep sections or where hazards exist e.g. tree roots, steps

- The route has been inspected regularly

- Level of navigation difficulty has been assessed and current maps and navigation equipment has been sourced

- Rest periods are offered along the bushwalk as required

- Weight and size of back pack has been assessed for its suitability to the participant and back pack weight required for leaders to carry

- Appropriate amounts of food and water are carried

- Weather conditions and seasonal factors have been considered e.g. heat exposure, potential for snow fall and the effect of weather on the physical wellbeing of participants

- Each participant to have a whistle to attract searchers if lost.

Equipment

- Provision of wind proof and water proof jackets to reduce the chilling effect of wind and rain

- Consider use of off-road wheelchair.

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PDF 4.7:
FACILITATING CHALLENGE ROPES COURSES

Facilitation

- Provide clear and unambiguous instructions before commencement of activity and check that instructions are understood by participants

- Establish clear and simple communication procedures with participants whilst they are on the course

- Where appropriate, undertake the activity in pairs, with an experienced person alongside the participant

- Consider sequencing the activity to gradually build the level of difficulty or challenge

- Encourage quiet communications amongst the group to minimise noise.

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PDF 4.10:
NON-STANDARD CYCLES

As each individual with a disability has their own strengths and weaknesses, there are a wide range of non-standard cycles and adaptive equipment available to meet as many requirements as possible.

Leg powered cycles cater for people with limited upper body strength, but have partial or full use of lower limbs.

1. Tricycle

Tricycles have 3 wheels and offer an additional level of stability compared to regular two-wheel cycles. Tricycles are commonly used by people who have trouble with balance and are also useful for some people with intellectual disabilities. As a leg powered cycle, the tricycle caters for people with limited upper body strength, but have partial or full use of lower limbs.

Tricycles can be fitted with foot plates to assist riders in rotating the pedals. Tricycles are available in upright or horizontal sitting positions.

2. Tandem

Tandem cycles are leg powered cycles, designed for two people to ride together and can be configured with either one rider in the front of the other or side by side. Tandem bikes are useful for people who are blind or vision impaired.

3. E-cycles

Electrical assisted bicycles assist riders to cycle longer distances in greater comfort by reducing the physical effort required. Standard and non-standard cycles can be retrofitted with E-assist attachments.

4. Handcycles

The pedals on a handcycle are moved by the rider's hands which power and steer the bike. Most handcycles have 3 wheels (some have 4 wheels) and are often used by people with little to no body mobility.

Off-road handcycles are often used for adaptive mountain bike riding on off-road terrain. Choice of off-road mountain bike is dependent on the rider's strength, balance and ability, choice of off-road trails to be cycled, preferred riding style and cost.

a) Recumbent Handcycle

b) Kneeling Handcycle

c) Gravity Quad bike

https://breaktheboundary.com/resources-services/equipment-explained
refer to this website for details.

5. Recumbent cycles

Recumbent cycling position may place less stress on the riders back, knees and hip joints. They are available in 2-wheel or 3-wheel versions.

6. Wheelchair tandem

Wheelchair tandems ensure that participation in cycling activity is available is available to everyone, including people who may not have the required strength or control or confidence to cycle independently.

References

We Love Cycling. 2018. What you need to know about inclusive cycling for anyone with a disability:
https://www.welovecycling.com/wide/2018/08/09/what-you-need-to-know-about-inclusive-cycling-for-anyone-with-a-disability

Wheels for wellbeing, 2017. A Guide for inclusive cycling:
https://wheelsforwellbeing.org.uk/campaigning/guide

Break the Boundary Inc, 2018:
https://breaktheboundary.com.au

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PDF 4.11:
TIPS FOR FACILITATING CANOEING FOR PEOPLE WITH DISABILITIES

Facilitation

- Be aware of a person's capacity to right themselves and to respond promptly and appropriately if the canoe rolls

- A person with a disability may be better positioned in the front of a two-person craft

- For extra stability, on flat water two canoes can be joined together forming a raft

- When teaching canoe skills, provide visual cues to help with orientation e.g. on paddle blades, as grips on paddle shafts.

Equipment

- Have various sizes and thickness of padding available to prevent the paddler rubbing against edges and to assist in sitting upright

- Provide wind proof and water proof jackets to reduce the chilling effect of wind

- Use an access frame or portable hoist to assist people into canoes.

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PDF 5.1:
ACCESS ADVICE FOR DOORS, DOORWAYS AND PASSAGEWAYS

Glass door visual indicators

- Solid and transparent visual indicators are required on glass doors, side panels or other glazed areas, without a horizontal transform member, that are capable of being mistaken for doorways or opening (AS 1428.1 Clause 6.6). This includes any glazing being frosted or translucent

- The dimensions of the visual indicators shall be 75mm wide for the full width, with the lower edge of the band located 900-1000mm above finished floor level (AS 1428.1 Clause 6.6)

  For more information: http://www.disabilityaccessconsultants.com.au/glazing-band-compliance

- Visual indicators shall also achieve a 30% contrast against background surface within 2m of glazing on the opposite side (AS 1428.1 Clause 6.6).

Passageways and corridors

- The unobstructed width of the accessible path of travel not less than 1000mm (AS 1428.1 Clause 6.3). However, where doorways exist within or to the side of corridors, a wider space will be required to allow for wheelchair circulation.

This wider space will be between 1220-1670mm, depending on the direction of door swing and approach of the occupant

- At corridor corners, for a turn between 60-90 degrees, either a space greater than 1500 x 1500mm or a 500 x 500mm splay shall be provided (AS 1428.1 Clause 6.5)

- A turning place shall be provided and detailed within 2m of the end of a corridor. For a turn between 90-180 degrees a space not less than 2070 x 1540mm is required (BCA Clause D3.3, AS 1428.1 Clause 6.5.3)

- Passing spaces shall be provided at 20cm intervals where a direct line of sight is not readily available (BCD D3.3)

- A passing space for 2 persons using wheelchairs shall be a minimum width of 1800mm for a minimum of length of 2000mm (AS 1428.1 Clause 6.4)

- Corridor intersections shall be able to accommodate a passing and turning space (BCD D3.3).[1]

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1. *Cowell, Tanisha, 2020. Disability Access Design Guidelines; Equal Access.*

PDF 5.2:
**ACCESS ADVICE FOR STAIRWAYS AND STEPS**

Stair nosings, tread strips and tactile ground surface indicators (TGSIs)

- Tread strips shall be detailed in accordance with AS 1428.1 Clause 11.1(f) including a depth of between 50-75mm across the full width and minimum 30% luminance contrast to the background

- Strip of contrasting nosing colour shall be 50-75mm wide and set back 15mm maximum from front of going (AS 1428.1 figure 27)

- Where the luminance contrasting strip is not set back from the front of the nosing then any area of luminance contrast shall not extend down the face of the riser more than 10mm (BCA Clause D3.3 (a), AS 1428.1 Clause 11.1 (h))

- Tactile ground surface indicators (TGSIs) shall be installed in accordance with AS 1428.1 and AS/NZS 1428.4.1, including a distance of 300mm between the stairway riser and TGSIs at top and bottom landings (AS 1428.1 Clause 11.1 (h) Figures 26(A))

- TGSIs shall be installed across the full width of the stairway landing (AS 1428.1 Figure 26(A))

- Where handrails are not continuous at landings, TGSIs are required (AS 1428.4.1 Clause 2.4)

- Stair Nosings shall not project beyond the face of the riser. The riser maybe vertical or have a splay backwards up to a maximum 25mm (BCA Clause D3.3 (a)(i), AS 1428.1 Clause 11.1(d))

- Stair nosings shall have a sharp intersection, or be rounded/chamfered up to 5mm radius (BCA Clause D3.3(a)(i), AS 1428.1 Clause 11.1(e))

- Stairs shall not have open or translucent risers (BCA Clause D3.3(a)(i), AS 1428.1 Clause 11.1(c)).[1]

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1. *Cowell, Tanisha, 2020. Disability Access Design Guidelines; Equal Access.*

PDF 5.3:
RAMP GRADIENT
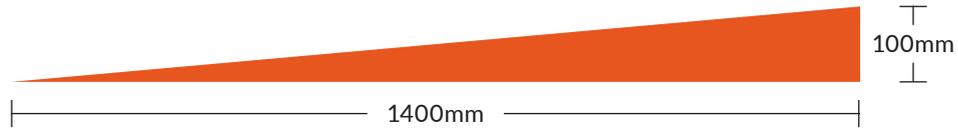
100mm

1400mm

Ramp gradient refers to the steepness of the ramp.

The gradient measures the vertical distance that the ramp rises over a horizontal distance. In the diagram above, the ramp rises 100mm over a horizontal distance of 1400mm.

The gradient is therefore described as 1:14.

Note

All ramps should be designed for independent wheelchair use.

Where pathways are steeper than 1:20, they constitute ramps and require compliant ramp provisions.

Ramps have a gradient no steeper than:

- 1:8 for thresholds and kerbs
- 1:10 for step ramps
- 1:14 for ramps longer than 1900mm.

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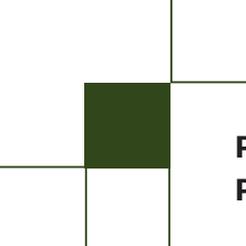
PDF 5.7:
PORTABLE HOIST

A portable, battery operated hoist is a very useful piece of equipment for a camp.

The hoist can be used by caregivers to safely lift a person into a seated or lying position. It can be easily assembled and transported, does not take up too much space and packs down to a smaller size for easy storage.

Most visitors requiring a hoist, will bring their own sling to be used with the hoist.

Portable hoists can also be used indoors and in certain outdoor situations. It is important to follow specific manufacturer's specifications for use of equipment and ensure any staff that may use it to be familiar with the operation guidelines.

https://ilcaustralia.org.au/search_category_paths/563

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PDF 5.11:
ACCESSIBLE TOILET SPECIFICATIONS

Space

- Door clear opening including active leaf for double doors not less than 850mm (AS 1428.1 Clause 13.2)

- Sanitary facility circulation space is minimum 2300mm long x 1900mm wide (AS 1428.1 Clause 13.2)

- Wheelchair users can shut the door when in the cubical as hinged door opens away from the toilet.

Toilet

- Pan side offset is within range of 450-460mm and rear wall to front within range of 790-810mm (AS 1428.1 Clause 15.2.2)

- The height to top of pan seat is within range of 460-480mm (AS 1428.1 Clause 15.2.3)

- Pan seat is full round type and securely fixed or provide lateral stability (AS 1428.1 Clause 15.2.3 (b)(c))

- Pan seat has luminance contrast of 30% with the background e.g. pan, wall or floor (AS 1428.1 Clause 13.2.3 (e))

- Toilet paper holder is located next to toilet pan between 480mm & 700mm above floor level and no more than 300mm in front of pan

- Sanitary disposal units are located between 900-1100mm above floor level and within reach of toilet

- Flushing mechanism is easy to operate and no more than 1100mm above the floor level.

Grab rails

- Where a concealed or high-level cistern or flush valve is used, a continuous grabrail, as specified in Cause 17, shall be provided across the rear wall and side wall nearest to the pan (AS 1428.1 Clause 15.2.7)

- Where a low-level surface mounted cistern is used, the grabrail shall be terminated at each side of the cistern (AS 1428.1 Clause 15.2.7), grabrail to extend 450mm minimum from the pan, with 50mm maximum gap between grabrail and cistern

- A back rest shall be provided, with a height at the lower edge of backrest to the top of pan seat, of 120-150 (AS 1428.1 Clause 15.2.4(b)).

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PDF 5.11:
CASE STUDY: LADY NORTHCOTE GENDER NEUTRAL AMENITIES

Lady Northcote Recreation Camp is a Victorian Govt Sport and Recreation Camp, managed by YMCA Victoria. In 2015/16 the camp undertook to redevelop the toilet facilities located within their camp dining room building.

During the design phase, the team at the camp took time to consider the following factors:

- an increase in young people attending camp who are transitioning gender or who identify as gender diverse and who required a solution to accessing bathrooms/toilets

- a desire to create the same experience at camp for as many visitors as possible, ensuring everyone feels included, welcomed and comfortable

- ensuring bathrooms will be still relevant and suitable for societal needs for next 10+ years

- a need to meet the operational demands of the toilet facility; to cater for the diverse groups attending camp (eliminating female and male toilets meant that when single gender groups are at camp, they have access to the whole toilet facility, therefore more toilets and hand basins available to them)

- use of space available to construct new toilets, eliminating the urinal (outdated, single gender use and hard to keep clean), use of signage to indicate gender-neutral facility.

The Camp Manager, Mr Rob Cummins, consulted with 15 different camp user groups to understand their needs and have input to the design. All feedback received regarding the camp's desire to convert existing male and female toilet facilities to a gender-neutral toilet facility design was very positive and welcomed.

Following the construction of the new gender-neutral facilities, the camp has not experienced any issues with the toilet design.

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PDF 5.11:
CHANGING PLACES FACILITIES

To increase access to suitable facilities for a different user group beyond the current BCA requirements, as an act of best practice, consideration should be given to Changing Places facilities.

The provision of Changing Places facilities into a building will cater for people with a profound disability, who are often confronted by social isolation due to not having adequate toilet facilities to meet their needs.

Changing Places facilities have been introduced to provide suitable facilities for people who cannot use standard accessible toilets.
A Changing Places facility allows people to enjoy the day to day activities that many of us take for granted and is considered best practice under the *Disability Discrimination Act*.

Each Changing Places facility provides:

- a height adjustable adult-sized changing bench
- a tracking hoist system
- enough space
- safe and clean environment.[1]

The Changing Places information kit is available via the following link: https://www.disabilityaccessconsultants.com.au/accessible-adult-change-facilities-vs-changing-places

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1. *Cowell, Tanisha, 2020. Disability Access Design Guidelines; Equal Access.*