**How Literacy Accessible is your centre/service?**

Look at your environment through a literacy lens. How accessible is your environment to someone with unmet literacy needs? Who is the person trying to access your service? For example, is it a student or is it their parent? Consider a parent with unmet literacy needs supporting their child to access a third level course. What environment, either physical or digital would allow that parent to effectively support their child?

Environment

Is there someone with a good Literacy Awareness at front of house and at the end of a telephone? Speaking with someone face-to-face may be the only way that an individual can effectively engage initially with your service. Will the first staff member that the person meets be able to direct them correctly within your service. For example, if a person speaks with a foreign accent, are assumptions made about their needs? For instance that they are referred to the ESOL department when they may need numeracy classes? How could this be addressed?

Digital Access

In terms of Digital Access, is your website mobile responsive, i.e. can be viewed on a mobile device. Most websites nowadays are mobile responsive, but it can be worth double checking how information appears on both mobile and desktop. What is the user experience like on your website or social media? Is it easy to find a physical address or directions, telephone number, or name for someone that people can contact? Is it clear, simple and easy to navigate or do you need to create a login? Work on the basis of the three click rule – it should take no more than three clicks to find the information that you need. Is the language and formatting of your digital material clear and easy to make sense of?

Reading Materials

Are reading materials created using Plain English? Are they visually easy on the eye and simple to decipher? Is the language clear? Is any necessary jargon or vocabulary explained from the outset?

Staff Awareness

Is there a good cohort of staff that have engaged in Literacy Awareness training? This is available through your Adult Literacy Service in your local Education and Training Board. Is the topic of Literacy Accessibility discussed in a positive and progressive way throughout your service? This may happen in the form of discussion around Universal Design for Learning. Bear in mind that in educational settings it may be possible to use myriad alternative means to deliver and receive course work, but this does not negate the need for students to be supported in building good traditional literacy skills.

Verbal Communication

In terms of access and literacy, is there always somebody available to discuss needs and offer effective supports and pathways for individuals? This should not be just one staff member. It should be embedded across your organisation.