

CHECKLIST: MAKING IN-PERSON ACTIVITIES MORE INCLUSIVE

Who this tool is for

Any organisation can use this checklist to become more inclusive. It will be useful for any activity, event or meeting where you want a mix of different types of people to participate.

This checklist is for any organisation and any activity. It is not limited to disability matters.

How to use this tool

This checklist is a starting point to think through how to make events, meetings and other activities more inclusive. It outlines the key things to think about to include people with any type of disability. Many of the actions will also improve inclusion for other groups of people.

It is important to think about inclusion at every point of an activity, from planning it, through to doing it and evaluating it. This checklist is divided by each step to help you do this.

This checklist covers the general actions that are good practice to take. However, your activity participants may need you to take different or additional steps to make sure they are fully included. It is always important to ask participants what their needs are. You can find out more about this in our Guidance Note: Reasonable Adjustments.

This checklist is part of a wider toolkit. The toolkit also includes a glossary of terms, a summary of our research about collaboration and more tools. You can explore the tools and resources [here](#).

Planning for inclusion

Check the venue is fully accessible

If you are organising an activity, participants in our research recommend that you map venues in your area to check how accessible each one is. Organisations of people with disabilities can usually help you carry out these checks.

[] Is the activity venue accessible? This includes checking how accessible different parts of the venue are. This includes the meeting room, stage, washrooms, ramps, steps into rooms, eating areas and communications equipment. Avoid flickering lights and maximise natural light where possible. Clear signage is also important. For residential events, check the bedrooms and other facilities for guests.

[] Visit and assess the venue in advance. Venues' understanding of accessibility varies, so it is important to check the venue in person, preferably with the support of organisations of people with disabilities. It may be helpful to look up national building codes or the law around supporting people with disabilities as these can also help with these checks.

[] Check emergency procedures. Does the venue have accessible emergency exits and evacuation plans? Does it have fire alarms that alert people visually and by making a noise? If not, prepare a plan for how you will respond in case of emergency.

[] Is it easy to get to the venue? Is the venue easy to reach by public transport? Does it have parking close to the entrance?

[] **Is the venue big enough?** It should be large enough to accommodate both participants and personal assistants. Some people with accessibility requirements, such as wheelchairs, may need more space than others. Or you may need to rearrange tables so there is easy access in and out of seating areas. Some people, for example people with psychosocial disabilities, may welcome a quiet space which they can go to when they need.

[] **Are the venue staff inclusive?** This means are the venue and the people working there emotionally and politically safe for marginalised participants? They might need training to address discriminatory attitudes. Or it might be better to choose a different venue.

[] **Include previous feedback.** If you received any feedback about accessibility and inclusion at previous activities, make sure you take this into account.

Prepare a welcoming invitation

Different people have different access needs. A person's access needs can also change from day to day. They are not always the same and can depend on the type of activity they are asked to do. Sometimes, people need to feel safe before they tell you what they need. It is important to give people as much information as possible to help them think about what support they need to fully participate. Remember that invisible disabilities exist. So try to avoid making assumptions about who needs access support, and ask everyone the same questions. Use the tips in the accessible and inclusive communications checklist to make sure your invitation is accessible.

[] **Ask all participants about their access needs.** Inform participants about the key features of the event so they can decide what support they might need. For example, tell them the start time, length of activity and any tasks they will be asked to do, like writing, presenting, watching videos or reviewing documents.

[] **Inform participants about any potential risks.** Flashing lights, loud noises and a noisy environment are examples of things participants need to know about early on so they can discuss their access needs with you. If you are showing any films, let participants know what they are about in case they might find them sensitive or triggering. This way, they can decide if and how they want to engage with them.

[] **Check for other barriers to participating.** For example, does the person have childcare responsibilities that need to be considered? Remember that people may have more than one access need. For example, someone breastfeeding with a disability may need both a personal assistant and someone else to help with childcare during the activity.

[] **Give at least two weeks' notice before the event or activity.** A month's notice is even better. People need time to put accessibility in place, such as finding an interpreter or personal assistant.

Prepare presentations and other materials

[] **Do all presentations, materials and meeting resources follow basic accessibility guidelines?** You can use our accessible communications guide for more information. If you want to show videos, are they accessible to all attendees? You may need to use subtitles, sign language interpreters and language interpreters.

[] **Do you have individual support adaptations in place?** For example, did anyone ask for large print or Easy Read documents?

[] **Have sign language or local language interpreters been booked?** These people should be professionals. Organisations of people with disabilities can help you find sign language interpreters. Or the Deaf person or person with hearing impairment making this request may have interpreters they can recommend. You can sometimes find local language interpreters through universities or government departments.

[] **Have people who need them received materials in advance?** For example, people with visual impairments may prefer digital copies of any materials rather than receiving them in braille. Any images in digital tools should be described using the 'alt text' function.

[] **If you are planning to do energisers, are they inclusive?** For example, if everyone has to stand up this could exclude some people. Do you have alternative ways of energising people with varying disabilities? Encouraging networking and mixing during energisers and activities can be very positive, so think about how to do this in an inclusive way.

[] **Have you considered accessibility requirements for breakout groups, side meetings, group photos and social events as well as the main activity?**

Brief interpreters, presenters and personal assistants

[] **Have you worked with participants to brief their interpreters, personal assistants and support workers?** Expectations and payment should be made clear in advance. You can find out more about this in our guidance note on reasonable adjustments.

[] **Have you briefed presenters and facilitators?** Presentations must be clear and timely and follow access guidelines. They need to speak at a medium pace, so that interpreters can keep up. Facilitators need to be aware of timekeeping.



“When you include disabled people, it’s even easier to include any other ethnic group because now you are able to open up the door even wider and the conversation is able to go even deeper, even further.”

Inequality activist, Kenya

Being inclusive during activities

Inclusive events are flexible events. It is important to remember that unexpected things happen, and new needs may come up during activities. Good planning helps up to a point, but sometimes you may need to change things around while still keeping inclusion in mind. For example, people may arrive late or become unwell during an activity.

Keep the activity on track

[] **Can everyone find the meeting room or activity location?** Put up signs and have someone directing participants to the right place.

[] **Take time for introductions.** Ensure all participants and presenters introduce themselves, and that everyone says their name before speaking.

[] **Remember: if you display it, say it!** Presenters and facilitators should describe any images, diagrams, models or tables that are being discussed in presentations, or drawn on flipcharts or whiteboards. They should also describe all text presented on a slide. Step in and re-brief presenters and facilitators during the event if they forget to do this.

[] **Check that presenters are not rushing.** It is better to cut parts of the agenda rather than rushing through things really fast when plans change. Speaking at a medium pace is always necessary.

[] **Stay in touch with quiet or breakout spaces.** If participants are in a breakout zone or quiet space, let them know what is happening in the main room so they can rejoin when they are ready.

Getting and using equipment

[] **Use microphones for all presenters and audience members.** This helps people with a hearing loop or people with hearing impairments follow the conversation. This is important even if the speaker thinks they have a loud voice! Make sure that microphones are charged, and test them beforehand to check for sound distortions. Have someone available to hold the microphone if necessary.

[] **Turn off projectors and other equipment that make noise or emit light when not in use.**

[] **Set up meeting spaces so that power cables (for laptops, chargers, etc.) do not extend across walkways, aisles or behind seating.** If this is unavoidable, tape the cables down so that people do not trip.

Protect breaks

[] **Stick to planned breaks at the set times.** Participants may get tired, need to take medication or have washroom breaks. Tell presenters about this and make sure their presentations are properly timed.

[] **Do not cancel breaks.** This is very tempting when you are running late. Or sometimes people want to skip lunch and go home early. Skipping breaks can be difficult for some people with

disabilities who need to rest. And no one is productive when they are tired and hungry.

[] **Consider the needs of interpreters and personal assistants.** During social times, like breaks and lunch, interpreters, assistants and aides will still need to be working so that all participants can get refreshments and engage with others. This means you will need to have enough support available so that interpreters, assistants and aides can rest at other times, like during an activity.

Finish on time

[] **Clearly state activity start and end times and keep to them.** People need to manage access needs and caring responsibilities. Late finishes can be difficult for people on certain medications and people who use public transport. Darkness is difficult for people who lip read.

[] **Seek consent if finishing late is unavoidable.** Let participants know if you need to continue beyond the stated end time then agree a new end time. Let people know they can leave at the original time if they need to. Have a plan to follow up with them on anything they miss.

[] **Have all participants safely left the premises?** Do participants who need support to travel home have transport organised?

Inclusive review and follow-up

Activity administration

[] **Have any allowances or transport costs been paid promptly?** Sometimes people need money to return home after an activity.

[] **Plan for people who cannot sign their name.** Some people may sign an X, give a fingerprint or use their own stamp. You should have an ink-pad available and an agreed finance process in place so that people can sign for themselves in the way that works best for them.

[] **Agree a payment process for personal assistants and interpreters and keep to it.** Have a process that means you pay attendance allowance separately to the participant and their aide or assistant.

Feedback and follow-up

[] **Do all shared documents meet accessibility standards?**

[] **Is there an action plan?** Are there brief, clear notes which cover what topics were reported or discussed, what decisions were taken, who is going to take action and by what date?

[] **Request feedback.** Ask participants, aides, presenters, staff etc. how they found accessibility and inclusion. Ask them what could be improved next time.



“We need signage so that when people are moving, persons with disabilities can move freely and independently and they should be able to do things on their own independently without necessarily calling for assistance from the public”

Disability activist, Ghana



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Activists and organisations are welcome to adapt the checklist to meet their needs. Please note that the checklist may need to be updated as time passes and circumstances and local contexts change.

There are lots of great examples online of other tools and checklists to help you plan accessible events, activities and meetings. Examples include: Sins Invalid's Access Suggestions for Public Events. Available [here](#).

The American Bar Associations' Planning Accessible Meetings and Events: A Toolkit. Available [here](#).

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FOR SOCIAL AND
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APPENDIX 1: Example letter about activity and accessibility



The following letter can be edited to reflect your needs:

- The details in [square brackets] can be updated as needed
- Any additional information should be added or adjusted to reflect your situation.

Dear [activity participant],

We are writing about [activity or event] taking place on [date] from [timing] at [location].

Thank you very much for your interest in participating. We are very much looking forward to having you there.

We want to do our best to support everyone's participation.

The venue has the following features:

- [Insert bullet-pointed list of features which might support participation. For example, accessible toilet, step-free access, quiet room for use by participants, etc.]

We have designed the activity to include:

- [Insert bullet-pointed list of features which might support participation. For example, regular breaks, sign language interpretation, etc.]

Please let us know how we can support your participation:

- Do you have any access needs?
- Do you need any further information about the venue?
- Do you need any further information about the activities?

With our best wishes,

[Organiser]