

WWCSC Accessibility Guidance

What Works for Children's Social Care (WWCSC) aims to make participation in and consumption of our research accessible to all. We ask you to take into account inclusion when inviting people to participate in research (e.g. making sure venues are wheelchair accessible and have disabled toilet facilities; making sure information sheets, consent forms and surveys are of a Flesch Kincaid grade level 7 reading level; giving participants the option of the researcher reading the information sheet to them; making arrangements for participants with English as an additional language).

Whilst much more can be said about how to make participation in research accessible to all, the purpose of this document is to outline what we need from you to make your research outputs accessible. With regard to the dissemination of research findings, this comes after the final report you hand in to us and the responsibility sits with us to translate the research into various formats (e.g. videos with subtitles). We ask for your help to make the research outputs accessible to those who are visually impaired by providing alternative text for visualisations in the report. This makes the visualisations readable by screen readers. Below we provide some guidance on how to write alternative text. We also ask that the text in visualisations are sufficiently large¹ and that you avoid colours that a colour blind person would find it difficult to distinguish between if using colour to highlight a difference in a graph².

Producing Alternative Text

Images, diagrams and graphs should have 'alternative text' to improve accessibility for people who can't see images on documents, including users who use screen readers or have low-bandwidth connections.

Please see the Google guidelines [here](#), which are for all images.
Please see the Harvard guidelines [here](#), specifically for graphs.

¹ The below graphs are not good examples of sufficiently large text size! The government guidance on accessible communication recommends size 14
(<https://www.gov.uk/government/publications/inclusive-communication/accessible-communication-formats#:~:text=write%20in%20plain%20language,minimum%2014%20point%20text%20size>)

² Tableau has some guidance here:
<https://www.tableau.com/en-gb/about/blog/2016/4/examining-data-viz-rules-dont-use-red-green-together-53463-0>

The alternative text should describe the purpose of the graph, and findings of note displayed in the graph should also be described in the main body of the text (preferably above the graph) as part of the ongoing narrative of the report. Below are some examples of alternative text and the description in the main body of the text. Please note that these graphs are not perfect examples of accessible graphs (the text is too small on most if not all of the graphs, making them inaccessible to low vision readers). Although there is no limit to the length of the description in Adobe InDesign, some screen readers [do not read alternative text](#) beyond 200-300 characters.

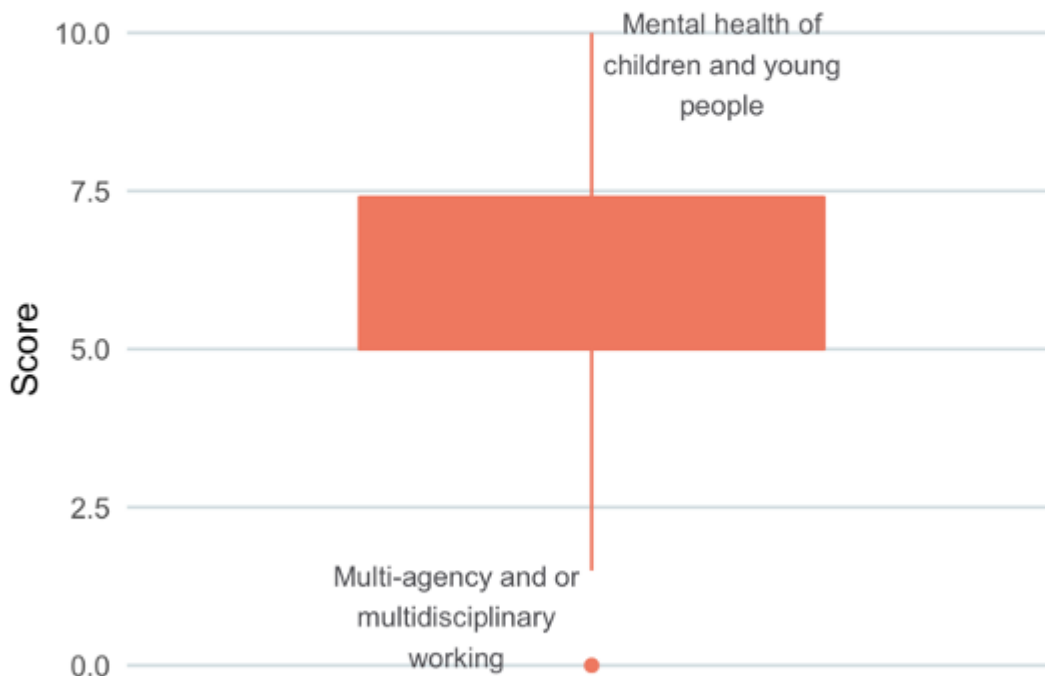
Boxplot Example

Alternative text: 'Boxplot to show the distribution of scores given by academics'

Description in the main body of text: academics rated the mental health of children and young people as the highest priority topic and multi-agency and / or multidisciplinary working as the lowest priority. Academics tended to rate topics lower than other stakeholder groups.

BOX PLOT: ACADEMICS

Priority score where 0 is lowest priority and 10 is the highest priority (raw scores). Labels are the topics which score the highest and lowest when the raw scores are aggregated by group



Source: WWCS Delphi Process 2020

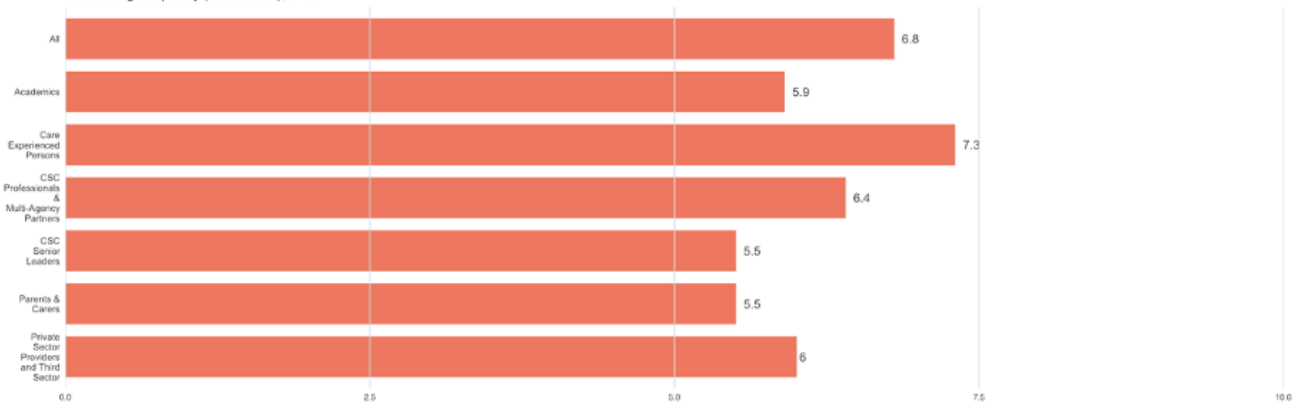
Bar Chart Example

Alternative text: 'Bar chart to show how different stakeholder groups scored the topic "Stable Workforce" '

Description in the main body of text: Having a stable workforce was rated 6.8 out of 10 by all participants, with care experienced persons being the group scoring the topic the highest, and CSC senior leaders and parents and carers being the groups scoring the topic the lowest.

STABLE WORKFORCE

Priority score by panel where 0 is lowest priority and 10 is the highest priority (lower bound), n= 70

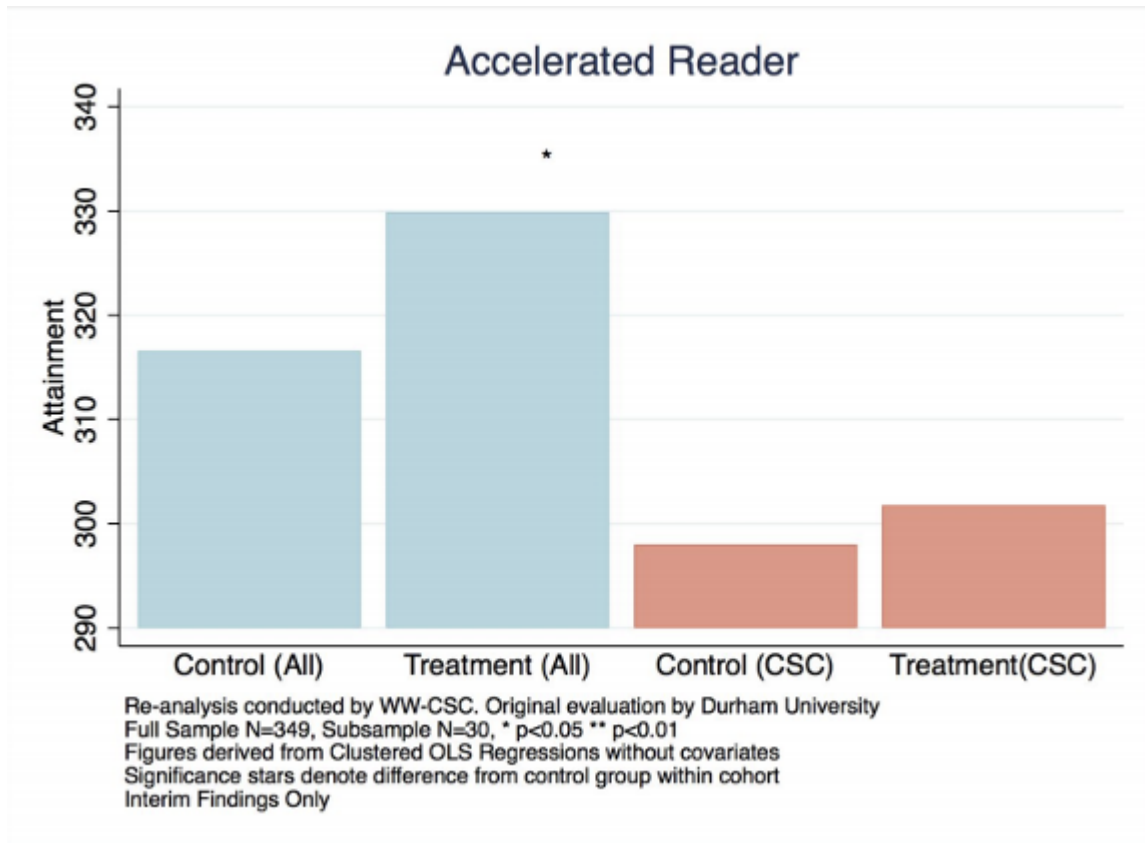


Source: WWCS Delphi Process 2020

Effect Size Graph Example

Alternative text: ‘Bar chart to show comparison of attainment for children / young people in the treatment and control groups (all and children with a social worker) in the Accelerated Reader project’

Description in the main body of text: For the Accelerated Reader project, when all participant data was analysed, the attainment of those in the treatment group was significantly higher than those in the control group. However, there is no significant effect of the subgroup of treatment for children with a social worker.



Logic Model Example

Alternative text: ‘Logic model to show the context, interventions, mechanisms and outcomes of the monthly activity project’

Description in the main body of text: The **context** box shows that the monthly activity project assumes that there is workforce stability, manageable caseloads, leadership commitment and that there is a champion of the project. The **intervention** involves giving social workers a monthly activity budget of £20 per child or young person aged 6+, and the issuing of guidance on how to use the budget. We assume that the **outcomes** of the monthly activity budgets will include a positive experience of children’s social care for the child / young person and enhanced job satisfaction for the social worker. The **mechanisms** by which this will be achieved include improved relationship building and reduced social worker stress.

