Worship: leading & preaching

Additional Needs Guide

CONTENTS

Which sections of this guide will be most relevant?	
If you have difficulty in doing these things ⬇	**You might find these sections of the guide especially useful** ⬇
Seeing	o The Accessibility block o The ATbar o Adobe Reader DC o Speech – iPad/ iPhone o Your Internet browser o Print book/chapter o Accessible venues for preaching/ worship leading o Accessible venues for W:L&P 'Explore' sessions o Getting to venues
Hearing	o Transcripts o Accessible venues for preaching and/or worship leading o Accessible venues for W:L&P 'Explore' sessions

If you have difficulty in doing these things	You might find these sections of the guide especially useful
Making sense of words on a screen	o The Accessibility block o The ATbar o Adobe Reader DC o Speech – iPad/ iPhone o Your Internet browser o Print book/chapter
Sitting at a computer	o Scribe/ assistant
Using a computer keyboard	o Dictation software
Getting about	o Accessible venues for preaching/ worship leading o Accessible venues for W:L&P 'Explore' sessions o Getting to venues
Expressing yourself clearly in written work	o Proof reader o Diagrams to help organise thinking o Generous assessment of standard forms o Generous assessment of all submitted work

If you have difficulty in doing these things	You might find these sections of the guide especially useful
Organising your thoughts	o Proof reader o Diagrams to help organise thinking o Generous assessment of standard forms o Generous assessment of all submitted work
Submitting your work electronically	o Submission of hard copy
Submitting your work in text form	o Verbal assessment
Completing your training in the allotted time	o Different rates of progression through the course

INTRODUCTION

This guide is for students on the *Worship: Leading & Preaching* course who have 'additional needs' (sometimes also called 'special needs'). It's also intended to inform their tutors and mentors. This guide gives details of various ways in which the course aims to be user-friendly for people with additional needs – that is, people with some form of disability or impairment. **If you find the guide too detailed, you may prefer to concentrate on the screenshots and demonstration videos.**

RICH DIVERSITY

If you have additional needs, you are in good company on the *Worship: Leading & Preaching* course. We have a wide range of additional needs already represented among our students, such as (in no particular order):

cerebral palsy | osteo arthritis | ME | visual impairment | chronic pain | dyslexia | MS | spinal injury | epilepsy | light sensitivity | hearing impairment | chronic migraine | limb disability | dyspraxia | neurological disease | spina bifida | head injury.

WHAT IS DISABILITY?

The Equality Act 2010 (using a definition from previous Disability Discrimination Acts from 1995 and 2006) defines a disabled person as someone who has a physical or mental impairment which is substantial and has a long-term adverse effect on his or her ability to carry out normal day-to-day activities. Whilst this is the legal definition which offers additional legal protections to disabled people, it should be remembered that anyone may be temporarily disabled (for example when recovering from a serious illness or accident), which may also require them to need additional support or adjustment. Many disabled people consider that that their impairments are not the key factor that disables them. Instead they are disabled by a built environment that is not planned with their needs in mind, or they are disabled by the attitudes of other people towards them.

Disability/impairment includes the following categories:

- **Sensory impairment** – impairments of the sensory organs, such as eyes or ears – although eyesight problems are excluded from the definition of disability if the impairment can be corrected by spectacles or contact lenses

- **Mobility or dexterity impairment** – inability or significant limitations to general mobility or dexterity

- **Neurological conditions** – damage or limitation in the nervous

> system or brain – not learning disabilities or mental health problems
>
> - **Long term limiting illness** – any health condition that limits day to day activities over a long period and/or that can recur frequently.
>
> This is not an exhaustive list, and care should be taken not to 'put people into boxes'. And remember that many disabilities and impairments cannot be seen.
>
> Based on part of **Module 4 ('Disability and Impairment')** of the Methodist *Equality Diversity and Inclusion Toolkit* (Trustees for Methodist Church Purposes, 2016, pp. 8-9)

This guide covers four of the categories listed in the *Equality Diversity and Inclusion Toolkit*. It does not currently cover either 'Learning disabilities' or 'Mental health problems'.

MADE IN THE IMAGE OF GOD

As we make clear later in the *Worship: Leading & Preaching* course (Module 8.2), we are not making any assumptions about who and what is 'normal'. In this guide we are simply documenting some different ways of engaging with the course. As the website of the Greenbelt Festival puts it:

Each of us … reflects the whole image and character of God. If we allow anyone to be excluded, either by accident or thoughtlessness or prejudice, we will see God less clearly. The more we recognise our common humanity, the sharper our image of God will be.

('Please Bring a Body', http://www.greenbelt.org.uk/please-bring-body/ - reproduced with permission)

Disability is at the heart of our Christian faith. As the disabled theologian, Nancy Eiesland, once pointed out:

> The foundation of Christian theology is the resurrection of Jesus Christ. Yet seldom is the resurrected Christ recognised as a deity whose hands, feet, and side bear the marks of profound physical impairment [see Luke 24:36-39]. The resurrected Christ of Christian tradition is a disabled God… If we risk encountering the disabled God, we may apprehend with greater clarity the fullness of God in the distinctiveness and diversity we see around us. ('Encountering the Disabled God', *The Bible in Transmission*, Bible Society, Spring 2004)

THE PURPOSE OF THE GUIDE

This guide is intended to enable those with additional needs to feel confident and to do well in their local preacher or worship leader training. It describes various ways in which we offer specific guidance and support to people with additional needs.

The guide is designed to be as legible as possible for people with visual impairment. We have included some screenshots to illustrate what we are describing, but unfortunately we cannot guarantee how things will look on your computer – there may be significant variability, depending on your internet browser, operating system, and so on.

We are also continuing to develop our general guidance for all students. For instance, an introductory module to *Worship: Leading & Preaching* ('Worship: foundations') is currently (autumn 2017) under construction, to give people a good overview of the course, to familiarise them with online learning, and to introduce some of the basics of worship leading.

VIEWING THE COURSE
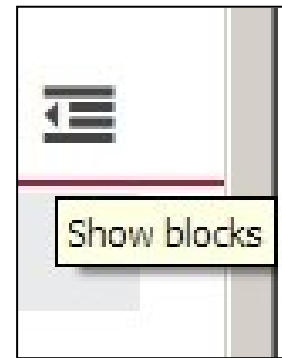
THE ACCESSIBILITY BLOCK
(WORSHIP: LEADING & PREACHING)
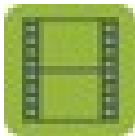
A video demo of this section of the guide is available at: https://vimeo.com/229244820

For anyone who has difficulty viewing a computer screen or making sense of the words on the screen, the Accessibility block offers a number of useful functions. You'll find it in the left hand sidebar (running down the left hand side of the screen). Whenever you sign into *Worship: Leading & Preaching*, it's near the top of the first couple of screens that you're taken to (when you get into specific module-sections you'll see that the Assessibility block is still there, in the left hand sidebar, but further down the page).

If the blocks on the left hand side of the screen are not visible, you will need to click on the 'Show blocks' icon on the far right of the top of the screen (the name will be displayed as you move the cursor over it) – if you wish, you can subsequently hide the blocks again by clicking again in the same place on what is now called the 'Hide blocks' icon).

The Accessibility block enables you to do two things:

   i) You can change the size of text

   ii) You can change the background colour of the screen (from the normal white) – this is also sometimes described as a 'coloured overlay'.
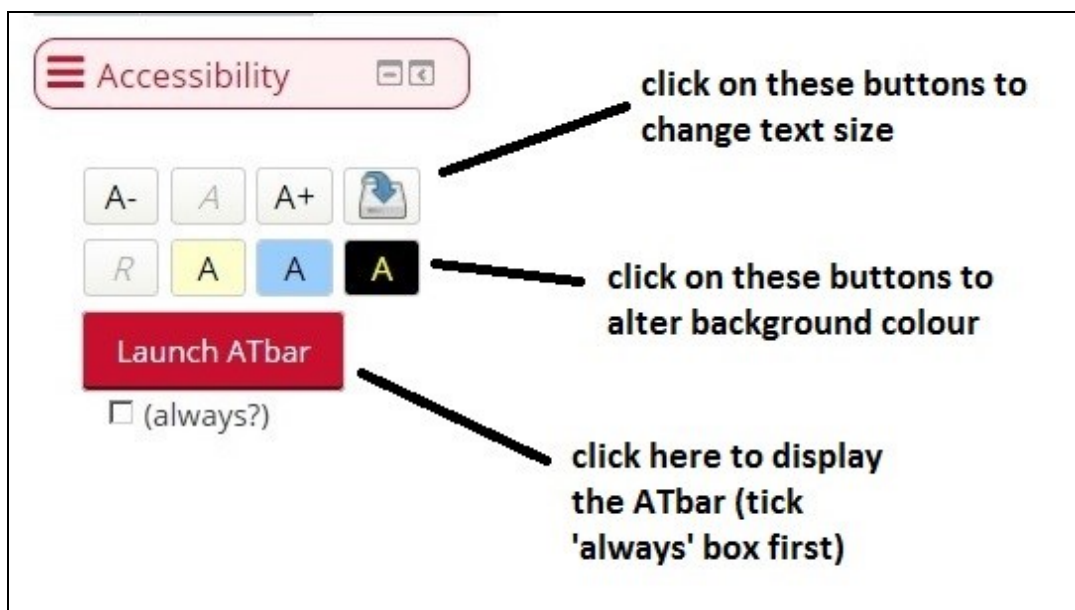
To change the size of the text: simply click on to the 'A-' button (to reduce the text size) or the 'A+' button (to increase the size). To revert to the standard text size, click on the 'A' button. You can save your

current font size by clicking on the button with the blue arrow depicted on it.

To change the background colour of the screen: click on the cream coloured 'A' button (for a cream background), the light blue coloured 'A' button (for a light blue background) or the black coloured 'A' button (for yellow text on a black background). To revert to black text on a white background, click on the 'R' button.

At the bottom of the Accessibility block you'll find a button that says 'Launch ATbar'. The ATbar offers some extra functions, not available on the Accessibility block. See the next section of this guide for more details.

THE ATBAR (WORSHIP: LEADING & PREACHING)
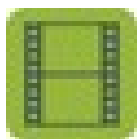
A video demo of this section of the guide is available at: https://vimeo.com/229245110

For anyone who has difficulty viewing a computer screen or making sense of the words on the screen, the ATbar offers a number of useful functions. It is a bar that can be displayed at the top of each *Worship: Leading & Preaching* page and which gives you a number of options for changing the look of the screen, finding out the meaning of words and automatically reading out text. Unfortunately it's not possible separately to increase the size of the ATbar, but you can increase the size of everything on the page, including the ATbar, by simultaneously pressing the 'Ctrl' and '+' keys on a PC (no need to press shift to use the '+' key). Similarly, to *reduce* the size of everything on the page, including the ATbar, simultaneously press the 'Ctrl' and '-' keys. To revert to the standard page size, simultaneously press the 'Ctrl' and '0' (zero) keys

To display the ATbar, simply click on the 'Launch ATbar' button in the Assessibility block (see the previous section of this guide). Before you do that, click in the little box next to '(always?)' and this will make sure that the ATbar is always displayed. Unfortunately, the ATbar does not work in every web browser – at the

time of writing, it works in the latest versions of Firefox and Chrome, but not in Internet Explorer. So, you may need to switch to another web browser (if you are not particularly computer savvy you may need some help with this, perhaps from a young person in your church or family).
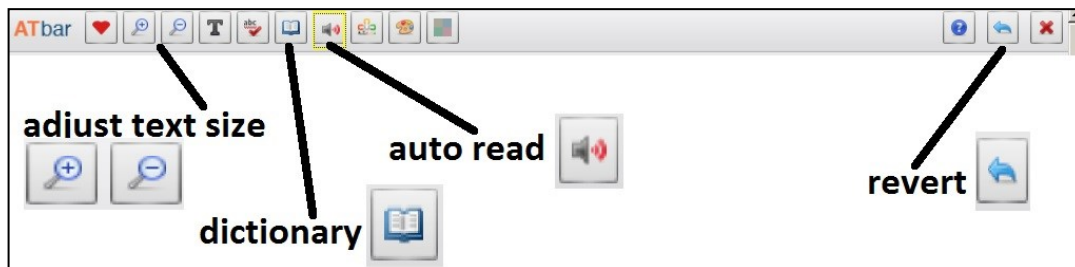
Once the ATbar has been launched you'll find it laid across the top of the screen. Some of the functions are similar to those offered by the Accessibility block. You can increase text size by clicking on the '+' button, or decrease text size by clicking on the '-' button. You can change the background colour of the screen by clicking on the 'Colour overlay' button (the button depicting four quadrants): this brings up four options to the right of the 'Colour overlay' button (yellow, red, blue and green). To revert to the standard white background just click on the 'Colour overlay' button again. However, it's better to use the Accessibility block to change background colours, as the ATbar 'Colour overlay' button only changes the colour of the page currently being viewed. To revert to the standard settings, click on the 'Reset webpage' button towards the end of the ATbar (it looks like a backward facing arrow).

The ATbar also offers additional functions to those available in the Accessibility block:

i) You can look up the meaning of words in an online dictionary (this is in addition to our glossary of theological words – you can find a link to our glossary in the 'Making it clear' block in the left hand sidebar of the screen)

ii) It will automatically read out text

The ATbar also has other functions, but we don't think you'll find them particularly useful (often they only affect the page you are currently viewing).

To look up the meaning of words (this only works on a PC, not a tablet): double click with the left-hand mouse button to highlight the word you want to look up in the dictionary. Then click on the
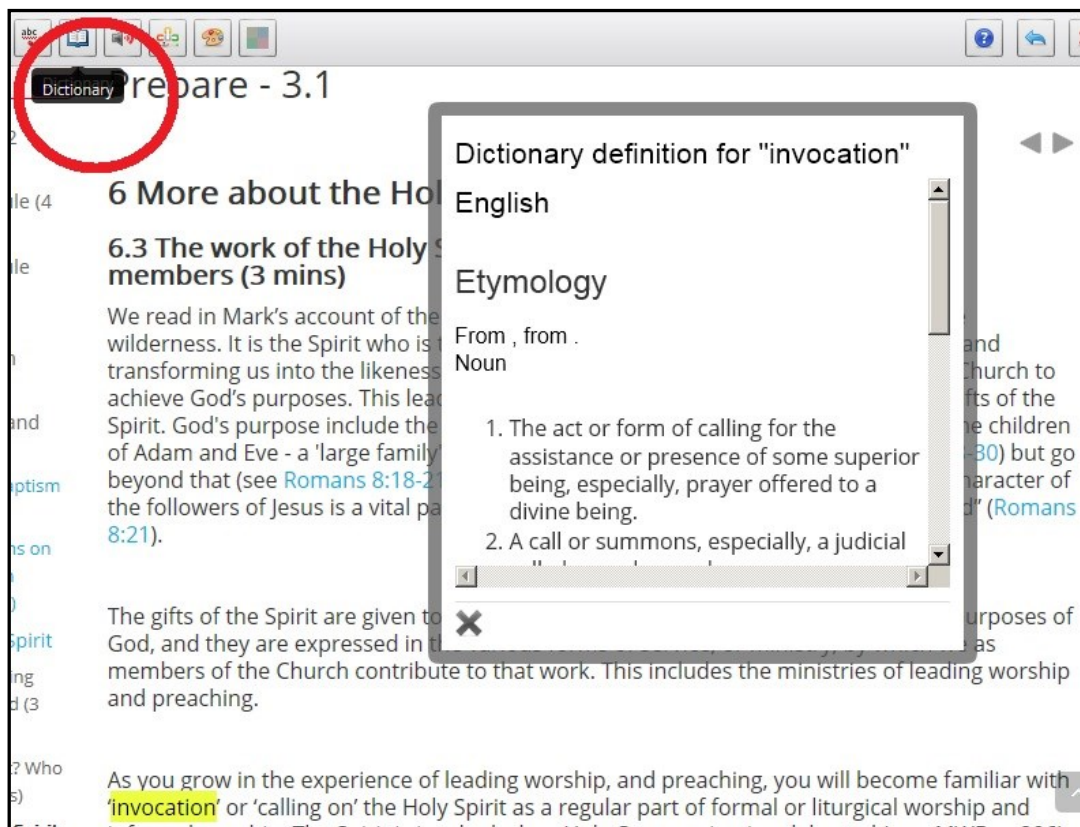
'Dictionary' button in the ATbar. A definition will then pop up – when you've finished looking at the definition just click on the X to close the pop up window.

To automatically read out text (this only works on a PC, not a tablet, and this applies to everything in the *Worship: Leading & Preaching* course except the Module Reader – there is a separate way of automatically reading out the text of the PDF documents in the Module Reader, as described in the next section of this guide): first, select the text that you want to be read out, by holding down your
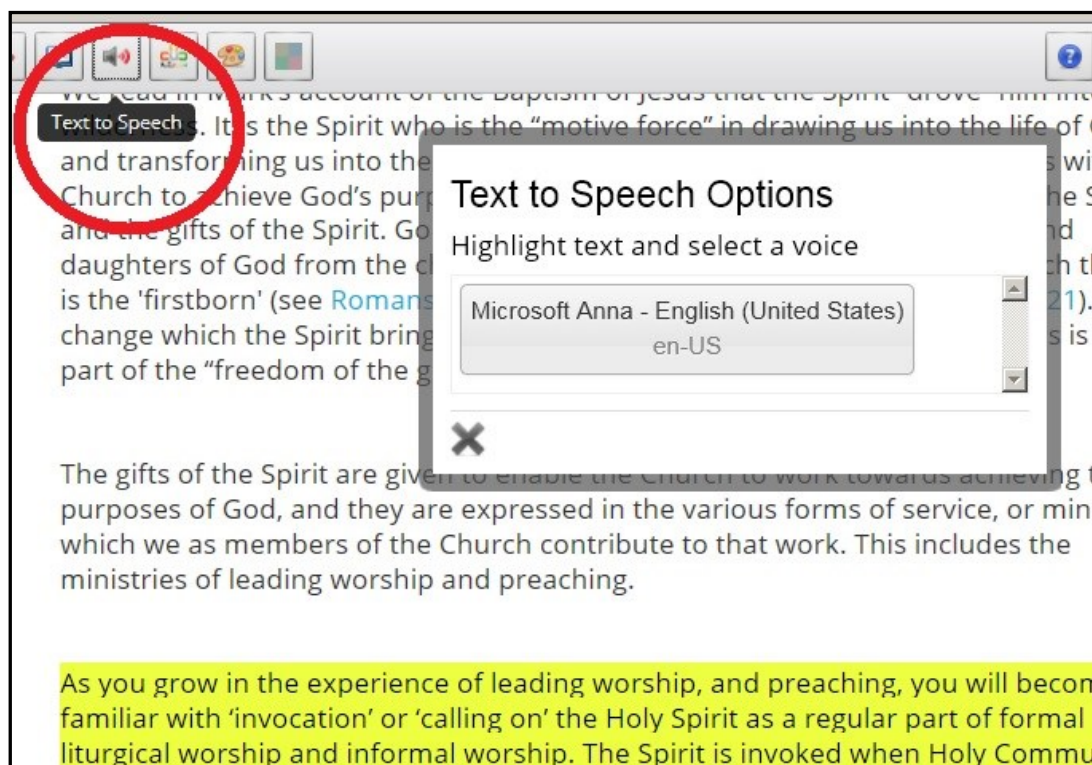
left-hand mouse button and running your cursor down the page (the selected text will be highlighted in yellow). Then click on the 'Text to Speech' button (it looks like a loudspeaker) and click on your chosen voice (you may have to click twice and there may only be one choice of voice). You should then begin to hear the text being read out. You can stop this at any point by moving to another page of the module. Obviously, it's an electronically generated voice and would never quite replace a real human being reading out the text for you!

SPEECH – IPAD/ IPHONE

For anyone who has difficulty viewing a computer screen or making sense of the words on the screen, the 'Speech' function on the iPad or iPhone will automatically read out selected text. You will need to activate the 'Accessibility' features on your iPad or iPhone. Start by tapping on 'Settings', and then 'General', and then 'Accessibility'. Next tap 'Speech' (under 'Vision'). Now tap the switch for 'Speak
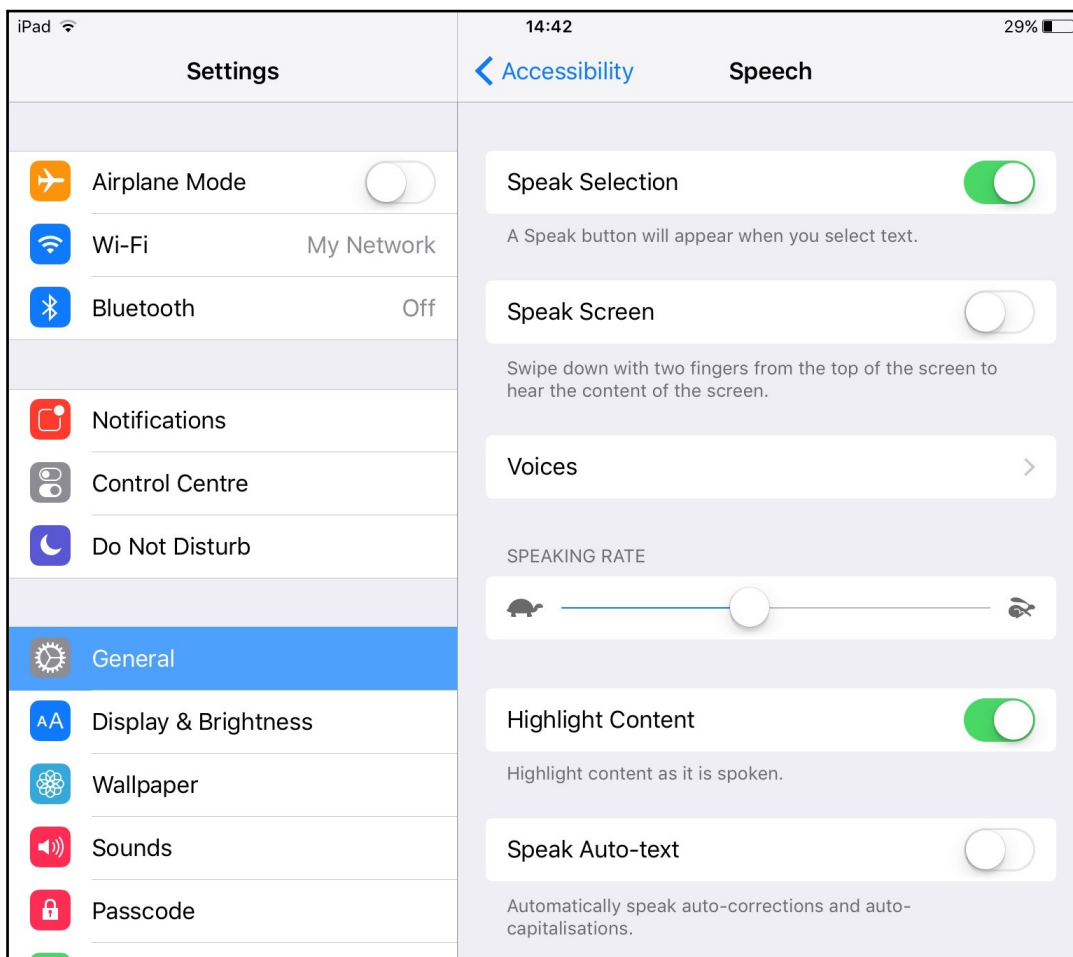
Selection', so that it shows green.

The 'Voices' option lets you select a language and voice. You can also alter the 'Speaking Rate' by drawing your fingertip across the slider.

Tap the switch for 'Highlight Content', so that it shows green, if you would like the text to be highlighted when the words are being read out.

Once you have activated these settings, a 'Speak' button will then appear when you select text in *Worship: Leading & Preaching* modules. To select text, press your finger lightly for a couple of

**6 When did the biblical events take place? (3 mins)**

Copy | Speak

One of the disconcerting things in reading books about the Bible is the way they refer to dates. They talk about them by centuries (the 'eighth-century prophets'), by periods (the 'Persian period', the 'Greek period') or by archaeological terms (the 'Middle Bronze Age', 'the Late Bronze Age'). This can be very confusing, and working out what happens when, and in what order, perplexes many people studying the Bible. Who came first, Goliath or King Ahab? And does it matter? But the good news is that to navigate our way through this complexity, we need to understand only a few basic terms, and to place only a small number of events and characters.

seconds on the first word. This will then highlight the word and display vertical bars at the beginning and end. Simply move the second vertical bar with your fingertip to select more of the text. When you have finished making your selection, tap on 'Speak' and the text will be automatically read out.

ADOBE READER DC
## (THIS APPLIES WHEN YOU ARE VIEWING ITEMS FROM THE MODULE READER AND OTHER PDFS)
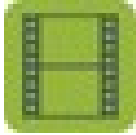
 A video demo of this section of the guide is available at: https://vimeo.com/229244998

For anyone who has difficulty viewing a computer screen or making sense of the words on the screen, Adobe Reader DC offers ways of changing the text size or automatically reading out the text of items in the Module Reader (and any other PDFs). You need to make sure that the latest version of the free Adobe Reader DC software is installed on your PC and that this is the PDF reader that opens the Module Reader items (if you are not particularly computer savvy you may need some help with this, perhaps from a young person in your church or family).

To change the text size, click on the '+' button at the top of the page (to enlarge text) or the '-' button (to reduce text size). When you are

happy with the text size, click on the 'View' tab at the top of the page and select 'Zoom' from the drop down menu. Then select 'Reflow' from the other drop down menu. This
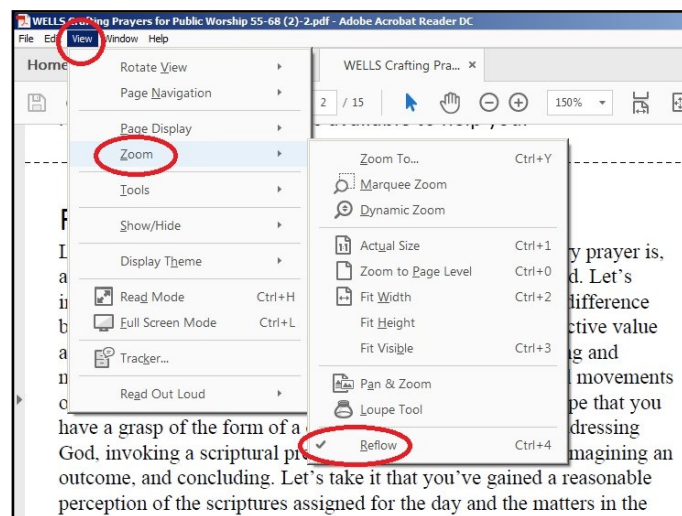
will ensure that the text does not start disappearing beyond the edge of the page and will flow properly from line to line.

To automatically read out the text, once you open a Module Reader item in Adobe Reader DC, click on the 'View' tab at the top of the screen and then click on 'Read Out Loud' in the drop down menu.

Then click on 'Activate Read Out Loud'. Now click on whichever paragraphs you want read out and you should start to hear the text being read out (make sure your speakers are turned up!). It will read a whole page to you, if you initially click on the first paragraph on the page and then, when it starts reading that out, click on the 'View' tab, as before, then click on 'Read Out Loud' in the

drop down menu, and then click on 'Read This Page Only' (there's no point in clicking on 'Read To End of Document' as this tends to read the cover page first as well). Obviously, it's an electronically generated voice and would never quite replace a real human being reading out the text for you!
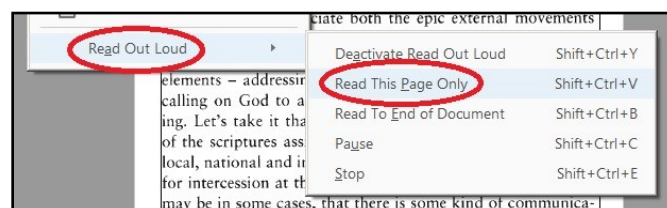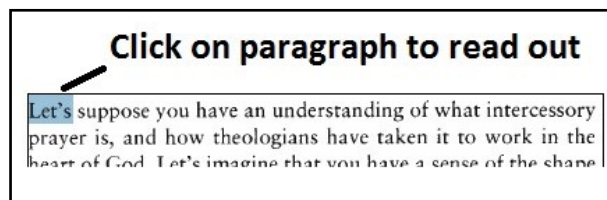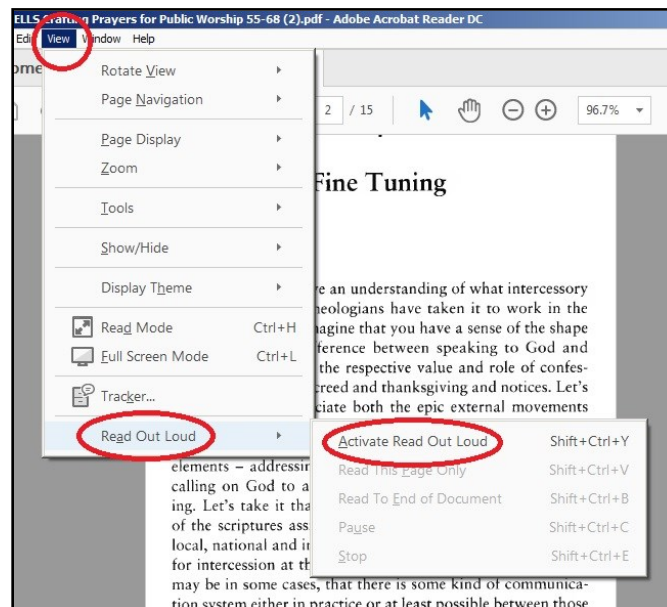
YOUR INTERNET BROWSER (THIS APPLIES WHEN YOU ARE VIEWING ITEMS FROM THE INTERNET)
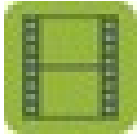
A video demo of this section of the guide is available at: https://vimeo.com/229245425

For anyone who has difficulty viewing a computer screen or making sense of the words on the screen, your internet browser (eg, Firefox, Chrome) can enable you to change the size of the text of pages from the Internet (sometimes *Worship: Leading & Preaching* will link to relevant pages from the Internet). You can increase the size of everything on the page by simultaneously pressing the 'Ctrl' and '+' keys on a PC (no need to press shift to use the '+' key). Similarly, to *reduce* the size of everything on the page, simultaneously press the 'Ctrl' and '-' keys. To revert to the standard text size, simultaneously press the 'Ctrl' and '0' (zero) keys.

There may also be other ways to change the size of everything on the page (depending on your particular internet browser). For instance, in Internet Explorer, if you click on the cog wheel icon at the top of the page, you will get a drop down menu in which you can select 'Zoom' – once you've done that you will get a further drop down menu with various options for zooming in or out. Similarly, in Firefox, if you click on the menu icon at

Internet Explorer menu
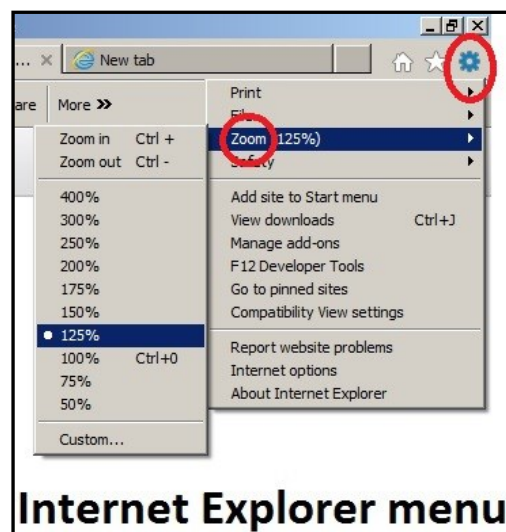
the top of the page (it looks like four parallel horizontal bars), you will get a drop down menu in which you can either click '+' (to zoom in) or '-' (to zoom out).
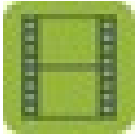
Firefox menu

PRINT BOOK/CHAPTER

A video demo of this section of the guide is available at: https://vimeo.com/229245291

For anyone who has difficulty viewing a computer screen or making sense of the words on a screen, the 'Print book' or 'Print this chapter' functions in *Worship: Leading & Preaching* enable you to print out a hard copy of the course material. Each part of a module-section is called a 'book' (eg, the 'Prepare' part of Module-section 2.1) and each bit of a module-section (eg, in the same module-section, 'How was the Bible written') is called a 'chapter'. You just need to scroll down the left hand sidebar (running down the left hand side of the screen) and find the 'Administration' block. Then click on 'Book administration' and you should then get two choices: to 'Print book' or 'Print this chapter' (choose 'Print book' if you want to print the whole module-section or 'Print this chapter' if you only want to print the current bit of the module-section that you have open on your screen). Once you click on 'Print book' or 'Print this chapter', a new smaller window will open and you will then need to click on the 'Print
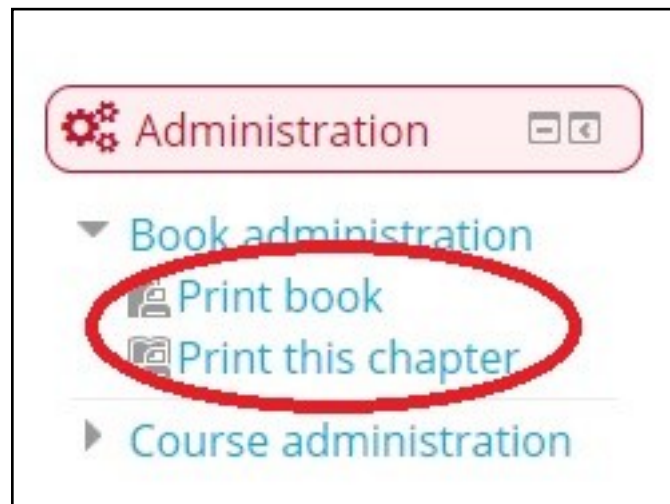
book' or 'Print this chapter' link in that window to send the course material to your printer.

A hard copy of the *Worship: Leading & Preaching* course could also be printed out for you by your circuit, on request, if you have relevant additional needs and cannot do the printing yourself, you should request your circuit to organise this for you. The extra cost would need to be met locally, and could be mitigated by the fact that, unlike *Faith & Worship*, registration for *Worship: Leading & Preaching* is free of charge. Inevitably, of course, some elements of the online course are not available when it is printed out – such as video and audio material and internet links and regular updating. So, you would need to access these online (perhaps with someone else's help if you find it difficult to navigate the online materials yourself).
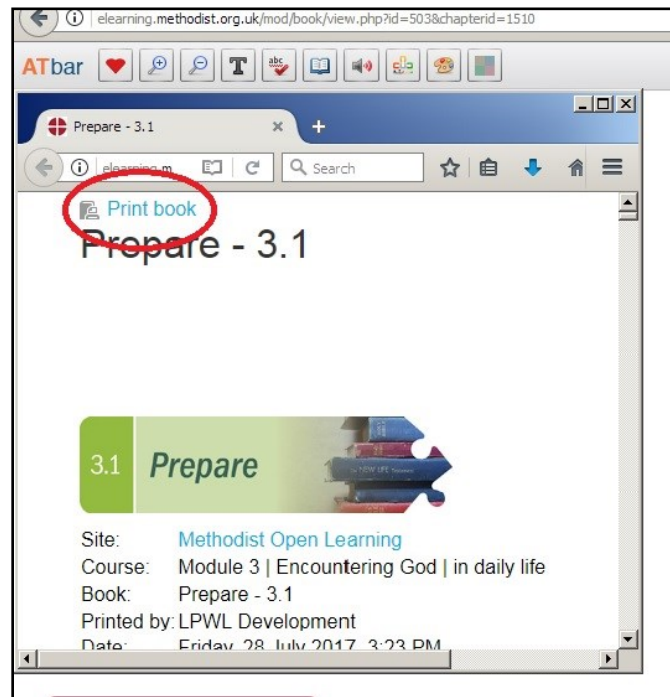
LISTENING TO THE COURSE

TRANSCRIPTS

For anyone who has difficulty hearing, *Worship: Leading & Preaching* offers printable transcripts of the soundtracks of the videos and audio files used in the course. The transcripts can be found in the Module Reader, in the relevant module-section, and listed under the sub-title 'Video Transcripts' (you may need to click on the downward-facing arrow in order to open the list). For copyright reasons we are unable to provide a direct link to the transcripts from the module text, but we hope that you soon get used to finding the transcripts in the Module Reader (we flag this up especially in Module One). There is always a direct link to the Module Reader from the left hand side bar in each module.
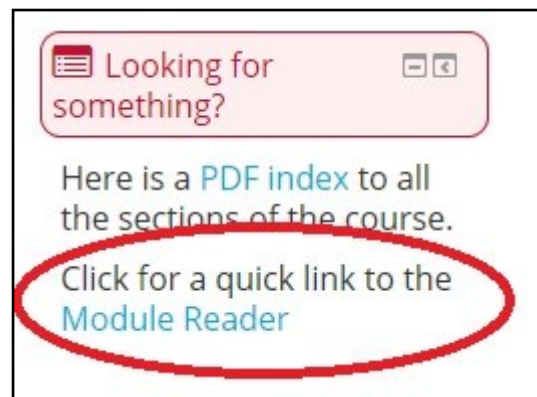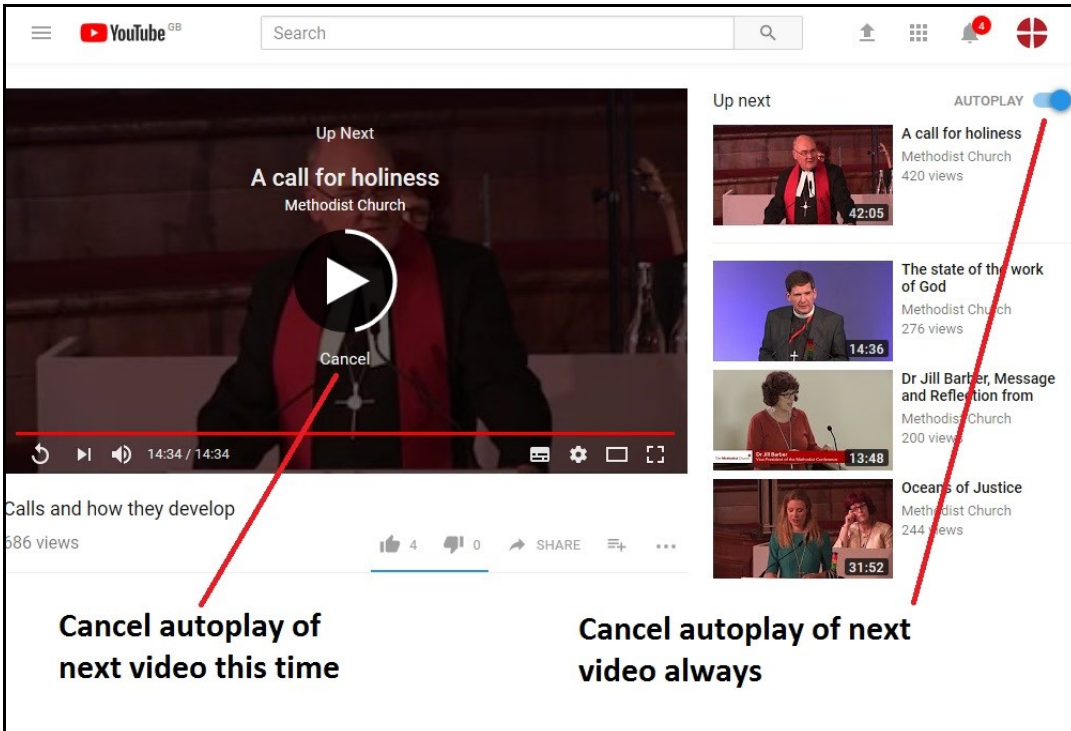
Transcripts have been provided for all the video and audio files for which we have copyright (and, additionally, where we have special permission from copyright holders to make transcripts for additional needs purposes). So, the idea is that you follow the transcripts as you watch each video, either by having printed out the transcript or by having the file open on another device. Obviously, the speaker's face

may be clearly visible in some of the videos and lip-reading may also be possible.

We strongly advise you against using the automatic subtitle function in YouTube, as these automatically-generated subtitles can be profoundly (and embarrassingly!) unreliable and inaccurate.

It is also worth disabling the 'autoplay' function in YouTube, otherwise, once you've finished watching a *Worship: Leading & Preaching* video, you may be taken to a completely different (and sometimes inappropriate) video. Just hit the 'cancel' button that comes up at the end of our video or left-click on the autoplay button to switch this function off.

Cancel autoplay of next video this time

Cancel autoplay of next video always

PORTFOLIO PREPARATION

DICTATION SOFTWARE

For anyone who finds it difficult to type on a computer keyboard, commercially available dictation software is available. This will listen to what you are dictating and will transcribe it on to your computer screen. This will help you to prepare your Porffolio (including the forms you need to complete). Dictation software is not infallible and may not follow every word you say, but it should gradually learn to interpret your voice reasonably well. It's important afterwards to check over what the computer has typed and correct any mistakes. One popular dictation product is 'Dragon Home' -

https://www.nuance.com/dragon/dragon-for-pc/home-edition.html.

SCRIBE/ ASSISTANT

For anyone who is physically unable to sit at a computer for very long and who is not able to use dictation software, it may be helpful to have a scribe. Your scribe could act as your secretary, typing out whatever you dictate. This will help you to prepare your Portfolio (including the forms you need to complete). However, it's important that anyone acting as a scribe simply transcribes what you say and doesn't try to 'improve' on what you're saying, otherwise it might no longer be recognisable as your own work.

It might also be helpful to have an assistant (who may or may not also act as a scribe) to help you find your way around the course. If you are relying on a hard copy printout of the course material, an assistant could help you access video and audio files and other links from the standard online version of the course. (Incidentally, if you have a very slow internet connection you can request a free CD-ROM from the Local Preachers Office that contains many of the video and audio items used in the course, within copyright restrictions – although you may still find it helpful to have an assistant to play these media items for you via your computer.)

PROOF READER

For anyone who finds it hard to express themselves clearly in their written work or to organise their thoughts, it might be helpful to have someone to proof read what has been written. This will help you to prepare your Porffolio (including the forms you need to complete). If the meaning of what you've written is unclear, a proof reader can ask you to explain what you mean and help you express this more clearly. However, it's important that proof readers should not themselves rewrite what you have written or add new material – that's something only you should do, otherwise it might no longer be recognisable as your own work.

Please don't panic about filling in the standard forms. The forms are designed to enable you to show how you are progressing. Each form will be regarded as generously as possible, even if you put things in

the 'wrong' place. You may, if you wish, write in note form. It is not necessary to use perfect grammar and punctuation, providing we can understand what you write. A proof reader might help with this, but it isn't essential to have one.

DIAGRAMS TO HELP ORGANISE THINKING

For anyone who finds it hard to express themselves clearly in their written work or to organise their thoughts, it might be useful to create diagrams, known variously as 'mind maps', 'spider diagrams', spray diagrams', and the like. These can be especially helpful if you are the sort of person who finds it easiest to think 'visually', but not everyone finds them useful. The idea is that you depict your ideas (which may initially be quite a jumble) as words or images in a diagram. This gives you the chance to flag up connections between ideas and to arrange and rearrange where the ideas appear on the diagram. The diagram can be as simple or sophisticated as you like, but is essentially a tool to help you marshal and organise your thinking. All you need is a large sheet of paper and something to write with - in different colours, if you'd find that helpful,. Alternatively, you may find it helpful to use special mind mapping software – the cheapest way of doing this is usually via an app, such as Popplet (http://popplet.com/) or iMindMap (https://imindmap.com/download/#mobile).

PORTFOLIO SUBMISSION AND ASSESSMENT

ASSESSMENT OF W:L&P PORTFOLIOS

We believe that students with additional needs have the right to be assessed by the same standards as other students, rather than to be treated as 'second class citizens'. So, our ambition is to enable students with additional needs to meet those common standards, by offering extra support and flexibility, as required.

SUBMISSION OF HARD COPY

We recognise that some people's additional needs may make it very hard or impossible for them to submit their portfolio electronically. Where this is the case, we will allow the portfolio to be submitted in hard copy, by post. Please note that this needs to be agreed with the Local Preachers Office, in advance, with the backing of the student's tutor.

VERBAL ASSESSMENT

We also recognise that some people's additional needs may make it very hard or impossible for them to submit their portfolio in text form,

by typing or writing, even with the help of a scribe. Where necessary, a case can be made for verbal (i.e., spoken) assessment. This would take the form of a structured, guided conversation (normally between the student and their mentor), covering similar ground to whatever would normally be submitted in text form. The person conducting the oral assessment would be able to ask for further explanation, in the case of lack of clarity, but, naturally, would not be expected to lead the student's responses. The assessment would be recorded and be made available to the tutor and regional and connexional moderators. Please note that this needs to be agreed with the Local Preachers Office, in advance, with the backing, in this case, of the District Local Preachers Secretary. This form of assessment will only be approved in exceptional circumstances.

GENEROUS ASSESSMENT OF STANDARD FORMS

For anyone who has difficulty seeing or who finds it hard to express themselves clearly in their written work or to organise their thoughts, we want to reassure you that the standard forms will be regarded as generously as possible by markers, even if you put things in the 'wrong' place on the form. You may, if you wish, write in note form. It is not necessary to use perfect grammar and punctuation, providing we can understand what you write. The standard forms are designed to enable you to show how you are progressing. You will find a link to the standard forms on each page of the course: just scroll down the left hand side bar (running down the left hand side of the screen) and

find the 'Course Handbook' block, which contains the standard forms link.

GENEROUS ASSESSMENT
OF ALL SUBMITTED WORK

For anyone who has difficulty seeing or who finds it hard to express themselves clearly in their written work or to organise their thoughts, we want to reassure you that your submitted work will be regarded as generously as possible by markers. You may, if you wish, write in note form. It is not necessary to use perfect grammar and punctuation, providing we can understand what you write.

GOING AT THE RIGHT PACE

DIFFERENT RATES OF PROGRESSION THROUGH THE *WORSHIP: LEADING & PREACHING* COURSE

We recognise that some people's additional needs will make it impossible for them to complete their training in the allotted time (normally a maximum of five years on trial for local preachers). Also, some people's additional needs may mean that they need to take pauses in their training.

If you are training as a local preacher and need to extend your period of training, please follow the procedure documented in Standing Order 564B(3):

'Applications to extend the period on trial beyond five years must be to the district Policy Committee. Such applications should be granted only in very exceptional circumstances. The Superintendent and the person on trial have the right to be present and to speak to the case.'

If you are training as a local preacher and need to take a pause, please discuss this with your tutor and consider requesting an extension via your Local Preachers' Meeting. If they agree, an application will be made by the Local Preachers' Secretary to the District for their consideration. If you think you might need an extension, please request this as soon as possible.

If you are training as a worship leader and need to extend your period of training or take a pause, please put in a request to your Church Council, who will be able to apply their discretion, in liaison with the Local Preachers' Meeting.

If you need to extend your training or take a pause, we will do our best to keep you with your original training group, but this might not be possible. Sometimes you may need to join a different group in a different place.

VENUES AND TRAVEL

ACCESSIBLE VENUES FOR
PREACHING AND/OR WORSHIP LEADING

For anyone who has difficulty getting about or seeing, it is helpful if local churches make themselves as accessible as reasonably possible. They have a legal duty to do this under the 'Disability Discrimination Act', although the Church's commitment to inclusion is not simply a reaction to the law, and is part of our response to God and our understanding as a Church. The Methodist Church's 'Equality, Diversity and Inclusion (EDI) Toolkit' is a useful guide for local churches – it is freely available online at:

http://www.methodist.org.uk/ministers-and-office-holders/equality-diversity-and-inclusion/edi-toolkit (see especially Module 4). The EDI toolkit is designed to help churches become more inclusive places 'where all can be heard and feel welcome' (Module 4, p. 18).

Depending on your particular additional need, you can reasonably expect to find things such as:

- a Blue Badge parking space
- clear, well-lit signage to the church
- good lighting
- clear uncluttered routes, free of obstacles
- fittings in a contrasting colour to surroundings
- a seat with arms

- an accessible, uncluttered toilet
- additional help available and proper sensitivity to your needs

In particular, preachers and worship leaders should have an accessible lectern or pulpit which is well-lit, large enough and at a suitable height.

Similarly, for anyone who has difficulty hearing, it is helpful if local churches make themselves as accessible as reasonably possible.

You can reasonably expect to find things such as:

- good lighting (to make it easier to lip read)
- people clearly visible when speaking
- a good PA system, ideally with a hearing loop
- additional help available and proper sensitivity to your needs

If the venue is not accessible enough, for any reason, please mention this to the Senior Church Steward and you may also wish to draw this to the attention of your District Disability Adviser – they will value your feedback.

ACCESSIBLE VENUES FOR WORSHIP: LEADING & PREACHING 'EXPLORE' SESSIONS (AND, WHERE APPLICABLE, RESIDENTIAL PERIODS)

For anyone who has difficulty getting about or seeing, it is helpful if the venues for 'Explore' sessions are as accessible as reasonably possible. Depending on your particular additional need, you can reasonably expect to find things such as:

- a Blue Badge parking space

- clear, well-lit signage to the venue

- good lighting

- clear uncluttered routes, free of obstacles

- fittings in a contrasting colour to surroundings

- a seat with arms

- an accessible, uncluttered toilet

- additional help available and proper sensitivity to your needs

- disabled-access accommodation (if you are attending a residential period – NB most ways of delivering the *Worship: Leading & Preaching* course currently do not include a residential period)

Similarly, for anyone who has difficulty hearing, the venues for 'Explore' sessions need to be as accessible as reasonably possible. You can reasonably expect to find things such as:

- good lighting (to make it easier to lip read)

- people clearly visible when speaking

- speakers not back-lit or silhouetted

- a good PA system, ideally with a hearing loop

- additional help available and proper sensitivity to your needs

It may sometimes be possible to provide a British Sign Language (BSL) interpreter - for instance, at residential events (some interpreters are willing to donate their services for Christian events – for example, via the Christian Interpreters' Network https://www.signsofgod.org.uk/cin-info).

If the venue is not accessible enough, for any reason, please mention this to your Tutor – they will value your feedback and pass it on to those responsible. Obviously, some of these things will be more difficult to provide if the 'Explore' session is held in someone's house.

GETTING TO VENUES FOR PREACHING AND/OR WORSHIP LEADING AND THE 'EXPLORE' SESSIONS (AND, WHERE APPLICABLE, RESIDENTIAL PERIODS)

For anyone who has difficulty getting about or seeing, it might be helpful to have transport provided (if you are unable to drive yourself). **To get to venues for preaching and/or worship leading**, please contact the Senior Steward of the relevant church to ask whether they can arrange transport for you. If they are unable to help, contact your Mentor or Tutor to discuss further possibilities. **To get to 'Explore' sessions**, please initially investigate whether one of your

colleagues on the course might be able to give you a lift. If they are unable to help, contact your Mentor or Tutor for further ideas.

Sometimes it may be most appropriate for you to make your own travel arrangements. If you incur unavoidable travel costs that you can't afford, please approach your circuit for help or, if they are unable to help, contact the 'Necessitous Local Preachers Fund' (NLPF) – see http://www.methodist.org.uk/ministers-and-office-holders/local-preachers/contact-us-useful-links/financial-support-for-local-preachers .

This guide is for students on the *Worship: Leading & Preaching* course who have 'additional needs' (sometimes also called 'special needs'). It's also intended to inform their tutors and mentors. This guide gives details of various ways in which the course aims to be user-friendly for people with additional needs – that is, people with some form of disability or impairment.

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