

EMLS Accessibility Delivery Checklist

Plain language, Easy Read, captions, sensory access, support roles and communication preferences

Document type	Practical delivery support download
Use status	Customer-facing guidance - not a legal, clinical or accreditation document
Version	v0.1 draft for EMLS webpage
Contact	founder@edulinked.com.au

Purpose

Help facilitators check that delivery conditions are accessible before, during and after an EMLS session.

This guide is designed to support safe, accessible and consistent facilitation. It should be adapted to the participant group, site context and approved EduLinked materials in use.

Use this checklist for every session

Mark each item as Yes, No or Needs action. A No does not mean the session must automatically stop; it means the facilitator should make a reasonable adjustment or seek support before proceeding.

Communication access

Status	Check	What good looks like
<input type="checkbox"/>	Plain language	Instructions use short sentences, concrete words and one idea at a time.
<input type="checkbox"/>	Easy Read option	Participant-facing information is available in an Easy Read or simplified format where needed.
<input type="checkbox"/>	AAC respected	AAC, gestures, pointing, typing, drawing or supported response are accepted as valid communication.
<input type="checkbox"/>	Wait time	Facilitator allows enough time for processing and response.
<input type="checkbox"/>	Choice to pass	Participants can pause, pass or come back to a task later.

Media and sensory access

Status	Check	What good looks like
<input type="checkbox"/>	Captions/transcripts	Videos or audio have captions, transcript or equivalent support.
<input type="checkbox"/>	Visual clarity	Cards and slides are readable, uncluttered and not overly text-

		heavy.
<input type="checkbox"/>	Sound level	Background noise is reduced; headphones or quiet space are offered if available.
<input type="checkbox"/>	Lighting	Lighting avoids glare, flicker and unnecessary visual stress.
<input type="checkbox"/>	Movement and regulation	Participants can move, stand, stim, rest or use regulation supports without penalty.

Support roles and safety

Status	Check	What good looks like
<input type="checkbox"/>	Role clarity	Facilitator, support worker, teacher, carer or coordinator roles are named before the activity.
<input type="checkbox"/>	Consent	Participants know what will be recorded, photographed or reported.
<input type="checkbox"/>	Safeguarding	Concerns are recorded and escalated through the relevant organisation pathway.
<input type="checkbox"/>	Privacy	Only necessary evidence is collected and stored in the agreed place.
<input type="checkbox"/>	Debrief	Participants and support people know what was completed and what comes next.

Accessibility adjustment log

Need identified	Adjustment made	Who confirmed it worked?