

**DISABILITY:
GETTING IT
RIGHT**

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EDITORIAL

Sciences Po is proud to have a long tradition of welcoming students with disabilities and providing them with the support they need. Over the years our skills in this area have increased, our expertise becoming the envy of many prestigious schools and universities.

Building on this heritage, we have chosen to extend our disability policy to the entire Sciences Po community. We want to share our knowledge with you: students, staff and teachers. This handbook is designed to provide you with simple, practical advice for adapting your behaviour when in contact with people with disabilities. It also supplies the main recommendations for ensuring digital accessibility.

We hope you will find this instructive,

Charline Avenel & Elsa Gérault

DISABILITY, A WORD THAT INSPIRES FEAR. AND YET...

Remaining in good health is a wish that everyone shares. However, over the course of a lifetime, a person's state of health can alter temporarily or undergo permanent change. When pain or discomfort become a feature of daily life, the word 'disability' may be applied. For some this can be a daunting prospect. Far from the often offensive stereotypes of wheelchairs and guide dogs for the blind, the term 'disability' designates a disabling health disorder that impairs a person's everyday life. Many people are unaware that they have a disability as defined in French law by the Act of 11 February 2005: "For the purposes of this Act, a disability is any limitation of activity or restriction of participation in life in social life in its broadest sense sustained by a person in his or her environment due to a substantial, lasting or permanent impairment of one or more physical, sensory, mental, cognitive or psychological functions, multiple disabilities or a disabling health disorder¹." This is the first time that symptoms experienced have been defined in law, thus transforming a state of health into an officially recognised legal status.

DISABILITY AND THE LAW

When a person's state of health becomes a concern, when symptoms disrupt their ability to work or their personal life, it can be beneficial to make some adjustments. For these, it is sometimes necessary to contact the MDPH - Maison départementale des personnes handicapées and apply for RQTH: "Reconnaissance de la qualité de travailleur handicapé" - recognition of disabled worker status.

Within the MDPH, it is the Commission on the Rights and Autonomy of Persons with Disabilities (CDAPH) that assesses applications for the status.

The RQTH is applied for on the initiative of the disabled person, who fills out a form that is standard throughout France. It offers multiple possibilities for compensating for disability: a child or adult disability allowance, a "priority" card that gives preferential access to public transport and public events, and professional retraining.

The application process is strictly confidential; the information contained in the file will not be communicated to any other administrative body. The legal status obtained is subject to a period of validity.

DISABILITY AND THE LEGAL OBLIGATIONS OF COMPANIES AND PUBLIC INSTITUTIONS

If people with disabilities are more present today in our daily lives, whether at school, university or in companies, it is because several laws have brought in compulsory measures.

¹ Article 114 of the Act of 11 February 2005

The **Act of 10 July 1987** set a compulsory employment rate of 6% disabled employees for companies and organisations where the number of employees exceeds twenty.

The Act of 11 February 2005 enshrined the right to schooling in ordinary schools for pupils with disabilities.

Since 2007 Sciences Po has pursued an ambitious disability policy aimed at making everything accessible to everyone. The results are widespread, with some visible and others imperceptible:

- Spaces have been created that are accessible to people with reduced mobility, e.g. the cafeterias at 13 rue de l'Université and 27 rue Saint-Guillaume, and the reading rooms in the library.
- More than twenty audio induction loop systems have been installed, providing a permanent connection to hearing aids for the hearing impaired.
- An equipment loan service has also been established, dedicated to providing tools and devices that mitigate the effects of specific disabilities (e.g. portable screen magnifiers, sound amplifying pens that can be borrowed from the library).
- More than twenty accessible web sites and applications have been created (including the "Admissions" application and the password management application). In addition, our web editors have been trained in digital accessibility, the provision of appropriate documentation and computer network accessibility.

The benefits of these services and facilities are currently appreciated by members of all the different Sciences Po communities: 29 employees, 160 students, and 5 teachers with disabilities.

WHO TO CONTACT FOR FURTHER INFORMATION

Here are the people to contact for answers to your disability-related questions. Discussions are subject to strict confidentiality rules.

If you are a student, staff member or teacher

Elsa Gérout - Disability Manager

Individual disability information sessions every Friday morning from 9am to 1pm. Make an appointment on 01 45 49 59 80

Location: 27, rue Saint-Guillaume – office 805

If you are a student

Claire Secondé - Disability Project Leader

Available to meet students with disability concerns: Monday to Friday from 9am to 1pm. Make an appointment on 01 45 49 51 19

Location: 56, rue des Saint-Pères – office 20

AUDITORY DISABILITY

OVERVIEW



Whether from birth, due to illness or resulting from an accident, hearing impairment has a detrimental effect on communication and access to information. It is not particularly visible and its severity is often underestimated. Deaf and hearing impaired people develop their own strategies to circumvent their disability and communicate effectively, but they sometimes also have a tendency to avoid contact and isolate themselves. Various means of communication exist, enabling the hearing impaired to better live with their disability and enjoy contact with hearing persons.

WELCOMING AND INTERACTING

- When you meet someone with a hearing impairment, anticipate your reaction of surprise in relation to the sound of their voice: the intonation is deeper. Avoid interrogative facial expressions; remain natural and focused.
- When speaking, articulate clearly without distorting your mouth. Do not shout, and speak at a moderate pace. Make sure your face is visible and avoid putting your hand in front of your mouth or lowering your head.
- Form short sentences with simple vocabulary; rephrase rather than repeat a sentence that is not understood.
- Avoid noisy places; repeat sentences if they have been drowned out by noise.
- Avoid addressing a hearing impaired person when he or she is in a different room. Move closer to have the conversation face to face.
- If the hearing-impaired person is accompanied by a support worker, address yourself primarily to him or her and not to the interpreter in French Sign Language or the Cued Speech coder.
- In a group conversation, make sure that the hearing impaired person is made aware each time the subject changes so that he or she is able to follow and take part in the conversation.
- In meetings, listen respectfully to each person's contribution, don't speak at the same time as another person.
- Give preference to short meeting formats - one hour - preferably in the morning and in a quiet place. Make sure that an agenda is provided and minutes taken to ensure the transmission of information.
- Avoid exchanging jokes and puns with hearing colleagues in front of a deaf person without including them or explaining the joke: they may mistakenly imagine that they are the butt of the humour.
- When communicating instructions, give preference to using computers and/or digital media to communicate and if necessary use a paper and pencil to write a few words in summary.
- In the case of an evacuation, offer assistance and guide the hearing-impaired person to the emergency exits.

FURTHER INFORMATION

The hearing impaired population is estimated to number 5 million people in France, among whom around 500,000 are profoundly deaf (either from birth or a very young age).

French Sign Language (LSF) is a language used by hundreds of thousands of people in France. Each country has its own sign language, with its own grammar and syntax.



Audio induction loops are support systems for hearing impaired people wearing a hearing aid equipped with the 'T' function. The loop transmits a magnetic induction that allows the hearing impaired person to receive sounds in their hearing aid by limiting ambient noise and interference.

Sciences Po is equipped with this system to enable visitors and students to retrieve audio content broadcast in lectures. To find the list of magnetic loops on our Paris sites, consult [the Students website](#) or scan the QR Code:



The expression “deaf and dumb” should be avoided... Dumb is not an appropriate term for deaf people who invariably produce some sounds

MOTOR DISABILITY

OVERVIEW



Motor disability can affect a specific limb or motor function or impact on the whole body. People with this disability may walk with the aid of a cane or move around in a wheelchair. In practice, motor impairments cause discomfort, hinder movement, make activities such as gripping objects difficult and sometimes impede speech. In France, an estimated 1.5 million people suffer from a motor disability.

Motor disability covers a range of different pathologies including: head trauma, epilepsy, slipped discs, lower back pain, arthritis, polyarthritis, multiple sclerosis, heart disease, stroke, musculoskeletal disorders, and stuttering.

WELCOMING AND INTERACTING

- To ensure a good welcome, make sure that the person can access your meeting place. From the initial stages of contact indicate the location of parking areas, lifts and other access facilities. Notify the reception staff in advance if necessary.
- In your office, ensure that there are no obstacles to obstruct the person's path.
- It is important to make eye contact during your meeting. Don't look away, don't stare, remain natural.
- When guiding the person through the establishment, walk at his or her pace and signal any changes in direction. Facilitate the use of access ramps and slopes.
- Remaining standing while waiting at the reception desk or in front of a counter can sometimes be very painful: offer him or her a seat.
- If the person uses a wheelchair, avoid leaning on it.
- If the person is not very tall or is using a wheelchair, put yourself at his or her height to facilitate the conversation.
- In common areas, avoid placing any files, books or other materials that he or she might want to use at height.
- Some people may have speech difficulties (due to head trauma or brain injury), but this does not mean that their intelligence is impaired: talk to them normally and allow them time to respond.
- If the disabled person is accompanied by a support worker, address them both, alternating your attention between them to encourage interaction.
- In the case of an evacuation, offer your help, particularly if the person can't walk.

FURTHER INFORMATION

In France, there are approximately 2.3 million people with motor disabilities; 4% of the total population.

A person with a motor disability is first and foremost a person, he or she simply needs us to facilitate and secure his or her movement around the site.

Sciences Po offers rest rooms to accommodate employees, students and teachers who feel the need; the appariteurs open the rooms on request. To find the list of rest rooms on our Paris sites, consult [the Students website](#) or scan the QR Code:



VISUAL IMPAIRMENT

OVERVIEW



Visual impairment covers a variety of realities, ranging from partial sight to total blindness. Three million people are currently affected in France, and this figure is gradually increasing as life expectancy goes up. A visually impaired person in the street or a blind person sitting at his or her desk cannot always be distinguished from a sighted person, so please be attentive.

Visually impaired or blind people get a sense of their surroundings through traffic noise, smells, the sound of footsteps, and reverberations from cars. Their concentration level is therefore intense when moving around.

WELCOMING AND INTERACTING

- If you encounter a visually impaired person and wish to offer your help, begin by saying “hello”. Don’t be offended if the person declines your offer.
- As you approach, announce your presence verbally. The person will not always recognise your voice in the first few seconds: give your first or last name before starting the conversation.
- If you wish to accompany the person while walking, ask him or her to take your arm (don’t take theirs). If the pavement is narrow or strewn with obstacles, stand in front of the person with their hand on your shoulder. It is always easier to follow than to be pushed!
- If the person is using a white cane, take care not to impede its movement.
- Announce changes of direction or walking surface, as well as obstacles to avoid (construction works, traffic signs that are too low, dog excrement, etc.).
- If you provide information on the path to take, be specific in the details. For example: “after 10 steps forward in a straight line, turn left.”
- When arriving at a staircase, guide the person’s hand towards the banister and stand beside him or her. Go up the stairs at their pace, announcing the first and last steps.
- If the person wants to sit down, guide their hand to the back of the seat. Once the person is aware of the position of the seat, they can sit down without further assistance.
- In a meeting, make sure that everyone introduces themselves and repeats their name when they speak.
- Opt for writing notes or taking minutes in order to record the content of a discussion or a meeting.
- Do not move objects in the visually impaired person’s office, and inform him or her of any changes to their space.
- Objects cluttering corridors and doors left ajar represent dangers, be vigilant!
- Visually impaired people do not have access to the ordinary written information conveyed on signs, doors and at the entrance to meeting rooms. Don’t hesitate to convey this information to them.

- When a guide dog is present, bear in mind that the dog is working and should not be distracted. Avoid caressing it and do not greet it before greeting its master!
- When approaching the person and the guide dog, position yourself on the opposite side of the person to the dog.
- When eating meals, specify the exact location of the utensils and foods that are available.
- There is no need to banish words related to vision from your vocabulary. Just be natural. Examples: “I really want to see this new film”; “I see that the coffee machine has finally been replaced, it's about time! ”
- Let the person know when you're leaving, so they don't find themselves talking to an empty space.
- Turn off the light when you leave the room.
- In the event of an evacuation, offer your help.

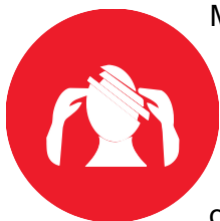
FURTHER INFORMATION

Sciences Po has a tracking system outside the buildings, located at the entrance of 27, rue Saint-Guillaume and 13, rue de l'Université. These are beacons that are triggered when a visually impaired person with a receiver passes by.

Visual impairment can also develop as a consequence of a disabling disease, such as type 2 diabetes, in which 50% of patients develop diabetic retinopathy.

MENTAL HEALTH ISSUES

OVERVIEW



Mental health issues occur as a result of psychological imbalance. They do not usually affect a person's cognitive faculties, but certain symptoms may limit a person's intellectual capacity. This disability manifests itself through confusing behaviour that is out of step with ordinary or accepted ways of relating to people and surroundings. Mental health issues can occur at any stage in life, regardless of gender or social background. It's an area that remains relatively unknown to the general public and negative prejudices are still commonplace, with painful consequences for the patients, their friends and family. Mental health issues occur as a consequence of a psychological illness (e.g. hysteria, psychosis, schizophrenia, depression, bipolar disorder) that affects the person for an indefinite period. Kindness is therefore an appropriate response.

- Mental illness generates behavioural and judgement disorders that lead to difficulties in adapting to life in society at large.
- Mental health issues can be lasting or episodic, their effects minimal or intense.
- They can reveal skills or behaviours that are highly appreciated in a professional context (e.g. creativity, rigour, dynamism).

It is important to consider that this invisible disability can cause great suffering for the person affected.

In the workplace, for many people the major area of concern is not understanding the pathology and the medical terminology but combining the dual challenges of accommodating behavioural disorders and meeting the requirements of the workplace. Although mental health issues are not visible, certain behaviours can indicate their presence: reactions that are inappropriate to the context, significant stress (anxiety), rigid reasoning, uncontrolled gestures, difficulty communicating, withdrawal, depressive behaviour, or eating disorders.

In these situations, do not be aggressive or impatient and avoid making value judgements.

WELCOMING AND INTERACTING

Mental anguish is often unbearable for those who experience it. Although it is difficult to help a person in such a state of crisis, certain preventive attitudes may help to relax them:

- Listen attentively, remain calm and relaxed.
- Never be aggressive or impatient.
- Let the person fully express him or herself.
- Avoid asking the same question several times over.
- Always allow the person the possibility to leave.
- In meetings, leave the door open and agree that the person can leave if he or she feels the need.

- Allow the person to contribute freely to discussion, explain clearly but also listen properly to proposals, ideas and remarks: the person may have excellent intellectual abilities.
- In some management situations, it will be important for you to reiterate the rules and boundaries of the workplace.
- Depending on the impact of medical treatment on a person's professional activity or a student's learning, as a manager or academic advisor, you can agree to arrange working hours in consultation with the occupational physician.

FURTHER INFORMATION

The Sciences Po Health Centre located at 56, rue des Saint-Pères, can intervene in an emergency.

- The disability manager may request specialised support services to provide individual support to people with mental health issues in order to reconcile their state of health with their work.
- In the workplace, the person should be prioritised for a well-lit office, if possible with a good source of daylight, and avoiding noisy environments.

INTELLECTUAL DISABILITIES

OVERVIEW



Mental or intellectual disabilities can occur at birth or in the course of life, as a result of an accident or illness. This disability is characterised by a slowness of gestures or reasoning activities, and/or behaviour that is inappropriate or out of step with the social codes practised in the workplace. The processing of information is slow, it is therefore necessary to provide the person taking up the post with support by making sure that instructions are fully understood. Intellectual disability

is generally accompanied by regularity and precision in the execution of work.

WELCOMING AND INTERACTING

- Before welcoming a person with an intellectual disability, organise the activities and tasks that his or her job entails, and convey any instructions in writing incorporating colour codes, diagrams, and markers. Since the person may not be able to work under their own initiative, instructions should be clear and practical.
- Look for a supervisor or mentor figure among your colleagues; someone who can assist the person's integration into the workplace.
- Explain instructions in a calm and collected manner, form short sentences with simple vocabulary, and do so without infantilising the person. Ask the person to repeat the instructions given to make sure they have understood.
- Organisational changes or alterations to tasks must be thought through in advance so as to avoid breaking with the established rhythm: remain available during periods of change.
- Some rules of life in the workplace are poorly understood (e.g. familiarity with colleagues, gestures of affection): don't judge, but do explain the rules of the world of work.
- Check that the instructions have been understood for what to do in the event of evacuation.

DEBILITATING DISEASES

OVERVIEW



The list of debilitating diseases is not exhaustive. The World Health Organization (WHO) defines chronic disabling disease as “a health problem that requires management over several years”. The category include vastly different diseases, grouped under a

generic term, some of which are also included in the motor disability category. Some examples: diabetes, hepatitis, cancer, Parkinson's disease, Alzheimer's disease, AIDS, rheumatism, multiple sclerosis, allergies, narcolepsy, epilepsy, asthma, rare or “orphan” diseases.

Advances in medical science have made it possible for some of these diseases with poor prognoses to be re-categorised as chronic diseases. However, the treatments associated with these pathologies sometimes cause disturbing side effects:

- extreme fatigue,
- weight loss,
- hair loss
- memory disorders, difficulty concentrating,
- depression, anxiety,
- various pains,
- digestive disorders, etc.

These symptoms are not systematic; they vary according to the people and their age, or are intentionally hidden so as not to attract attention.

Sick people rarely define themselves as disabled. Returning to work outside the home is often seen as a cure, although sometimes the transition between the world of work and the world of care can be disruptive in the early stages.

Faced with a person in a weakened state in the workplace, the right attitude remains benevolence and listening, without exaggerating the empathy. Be natural!

HIGH FUNCTIONING AUTISM

OVERVIEW



AUTISME

“Autism affects brain function. It is no longer considered a psychological condition or a psychiatric illness. Defining autism is not an easy task because it can take different clinical forms. Nevertheless, it is characterised by qualitative alterations in social interactions, communication and language disorders, and repetitive behaviours. Autism cannot be cured, but adequate support and an appropriate environment can significantly improve social relationships.”

Extract from Guide Simon, *Handisup Haute-Normandie* (see *Reference works*).

ASPERGER SYNDROME

Asperger's syndrome is one of the forms of autism that concerns people of normal or above-average intelligence. People affected are gifted for very theoretical knowledge or fields of technicality deemed difficult. This is called high-functioning autism or Asperger's syndrome.

The intellectual capacities of people with Asperger's are real and highly sought after in certain professional environments (e.g. IT, quality, safety, mathematics, science). Their information processing or data analysis capabilities are generally very effective.

However, people with Asperger's often have great difficulty understanding and predicting other people's behaviour and intentions. This is due to their very low ability to empathise and to grasp the implicit and abstract in discussions and interactions with others.

Most people affected remain undiagnosed and many are unemployed because of the difficulties they experience in interacting with others. Yet, with minimal knowledge of the syndrome, it is possible to employ these reliable, motivated, competent and often highly qualified people.

WELCOMING AND INTERACTING

- For the initial welcome, choose a calm location where you won't be disturbed. Put your telephone on silent, mute computer alerts or any other potential source of distraction, and reduce the intensity of the lighting.
- At the beginning of the meeting, if you have obtained such information beforehand, avoid reaching out to shake the person's hand. Social codes such as hugs, handshakes, and spontaneous friendly gestures can be stressful. Don't be offended if the person avoids making eye contact with you.
- Explain precisely the social codes of the department or the company. Not everything that seems obvious to you will necessarily be obvious to your interlocutor. For example, the fact that you can be familiar with the people in your department, but not with management.
- When setting up the person's workstation, where possible, provide an individual office without direct lighting from an overhead ceiling light. If the desk is located in an open plan workspace, inform the person that wearing noise-reducing headphones is permitted.

- When you seek the opinion of a person with Asperger's on a subject, be prepared for their remarks to be unfiltered. No attempt will typically be made to attenuate their comments.
- People with high-functioning autism do not seek to lie, cheat or cover up mistakes. In the context of the workplace, their honesty and frankness can sometimes be confusing, shocking, or offensive. It is important to understand that they are not making value judgements, just stating the facts.
- During discussions and meetings, bear in mind that facial expressions, funny faces, winks or smiles will most likely not be understood. Only the use of spoken language allows you to transmit the information.
- The use of humour can confuse people with Asperger's. In their presence, avoid using metaphor, ambiguous, double sense or second-degree expressions. For example: "He got out of bed on the wrong side this morning" may be understood literally. Speak in a factual way.
- People with Asperger's often have difficulties in meetings: they only speak when asked to contribute. Group discussions which generate diffuse information become sources of stress. Make sure you send out an agenda and minutes. If you have indicated an end time for the meeting, don't be surprised if the person leaves the meeting at the said time, in accordance with the initial instructions.
- On a daily basis, provide the Asperger's employee with precise instructions, preferably in writing. Indicate the deadline of the task in order to attribute a unit of time to the work. You can be certain that the deadline will be met!
- Check that the instructions for what to do in the event of an evacuation have been understood and assimilated.

DIGITAL ACCESSIBILITY

Accessibility for the disabled is not limited to access to buildings or courtyards: it must also allow everyone to access information independently, whatever the medium used. Digital accessibility consists of offering content (office documents, sites and web applications) that are accessible online. To access information, people with disabilities use assistive technologies adapted to their disability.

Digital accessibility is not reserved for certain forms of disability: it is common to all, whether they are cognitive (e.g. “dys” disorders and autism), psychological, intellectual or sensory.

It should be noted that the improvements to digital are beneficial for all: too small characters, insufficient contrasts and unfamiliar acronyms are a hindrance to everyone.

To facilitate the use of your documents either printed on paper or published on the web, here are some good practices to master. We have not provided technical explanations because they are different for each application: you will find the relevant instructions on the web.

WRITTEN TEXT

- Give precise titles to your documents, specify the date, the subject.
- Conform to typographical rules.
- Explain abbreviations and professional terms; avoid business jargon.
- The first time you use an acronym, give its full form. For example: WHO (The World Health Organization).
- Only use tables when it is essential: for the transmission of data and not for layout purposes. Separate any complex tables into several simple tables. Provide a full title.
- Never provide a text in the form of an image.
- Use automatic list features (bulleted or numbered lists), not dashes or numbers added manually.

GRAPHICS

- Ensure sufficient contrast between the text colour and the background colour. The free Colour Contrast Analyser tool available online gives the contrast index between two colours
- Adjust the colours to this index, according to the size of your font. If your text size is less than 18 points or 14 bold points, the contrast index must be at least 4.5. If your text size is more than 18 points or 14 bold points, the contrast index must be at least 3.
- Never convey information only by colour. For example: on a colour graph, each number should be completed by a caption. Elements differentiated by their colour should also be differentiated by their shape.
- To each of your images, add in their “properties”, an alternative text (or replacement text), which describes the information contained in the image in simple terms. If the image contains text, include the text in full in the alternative.

WORD PROCESSING

The following recommendations can be practised in all office software programs: Word, Google Doc, OpenOffice, LibreOffice etc.

- Give a clear name with meaning to your file.
- Fill in the file properties: title, author, language used.
- Systematically use the “style” feature to indicate the order of importance (level) of your titles (title 1, title 2, title 3...). The title of your document should be in “title” style.
- Don't jump levels (don't go from a title 1 to a title 3, for example).
- Insert a table of contents in your document: as a result of the “styled” titles, its inclusion and updating are automatic.
- Prioritise the use of before/after spacing in the style of your paragraphs in order to remove empty lines.
- Use page breaks to move to the next page (not a succession of empty lines).
- To create a table, use the dedicated tool. In the document's properties, provide a summary and clearly define the header line. If the table is long, repeat each line on each page. Avoid empty cells and merged cells.
- Align your images with the text (never use floating images).

PRESENTATIONS (POWERPOINT)

- Use the comments area to provide a textual description of images, diagrams, graphics.
- Manage the reading order of the elements by using the right-hand tab on the plan order. Warning: the elements are presented in the reverse order of their reading (the lowest element will be read first).
- To distribute your document, first convert your PowerPoint file to PDF.

PDFs

If the original document is accessible, the resulting PDF will be too.

- Never provide scanned PDFs: create your PDF from the original office document.
- PDFs generated from Word, LibreOffice or OpenOffice are of good quality. However, PDFs generated with GoogleDocs are not very accessible: export the Google Doc into Word, OpenOffice or LibreOffice format to generate PDFs from these applications.
- Check the file properties: title, author, language.
- If your document is long, display the bookmarks at the beginning.

Acrobat Pro, a paid software programme, offers many accessibility features; it allows you to evaluate the accessibility of the document and helps to correct many problems.

INTERNET

There is no need to create a second, disability-adapted version of a website and nor should people with disabilities be required to install new software to improve accessibility. A correct HTML code is

sufficient, if it conforms in France to the requirements of the RGAA (Référentiel général d'accessibilité des administrations) ².

Accessibility is supported by the technology of the website and also by the texts themselves. For the texts, the recommendations outlined above apply: structure the content by title levels, emphasise capital letters, explain acronyms, provide an alternative to images, and do not insert blank lines.

- If you create your own website, use an accessible tool or theme.
- If you are writing for an accessible website, ask the webmaster about good technical and editorial practices.
- Do not justify texts; use the existing styles without modifying them.
- Provide a textual alternative to images, graphics (or a summary of the data in the text).
- Write explicit hypertext links: their title precisely describes the target of the link. For example: write “For more information, see the Doctoral School website”, not “To access the Doctoral school website, click here”.
- Videos: Add, in the original language, subtitling and full text transcription.

² RGAA: <http://references.modernisation.gouv.fr/rgaa/>

SECURITY, EVACUATION, EMERGENCY

SAFETY INSTRUCTIONS IN THE EVENT OF AN ALERT

Do not hesitate to report any smell of burning, suspicious parcels, problems, accidents or the beginnings of a disaster.

On the Paris campus

- Contact PC Sécurité on 01 45 49 55 55 or 01 42 22 48 52.
- Otherwise, contact the appariteurs or call the fire brigade by dialling the number 18.
- If there is no telephone, break the plastic cover of the red alarm boxes located in the corridors. The red light will come on, a restricted alarm (inaudible in the corridors) will alert PC sécurité at 27, rue Saint-Guillaume.

On the regional campuses

- Directly inform a member of the administration (technician, manager, secretariat or director) or call the fire brigade on 18.
- If there is no telephone, break the plastic cover of the red alarm boxes located in the corridors. The red indicator light will come on, setting off the fire alarm in the building.

In all cases, outside help can be called directly by dialling 18 (fire brigade) or 15 (ambulance service).

IN THE EVENT OF EVACUATION

An evacuation can be ordered for multiple reasons, including fire. It is mandatory. Do not wait for visual confirmation (visible smoke) before leaving the building and gathering at the assembly points. Do not park in the courtyards of buildings or in the street in front of entrances.

Here are the recommendations concerning disabled people, to know how best to assist them. Check that the order to evacuate the building has been understood and offer your help.

NB People with disabilities should never use the lifts unless ordered to do so by the fire brigade.

If disability prevents a person from leaving the building independently, there are three possibilities depending on the disabled person's condition.

1. He or she may be evacuated by the stairs with human assistance

The security guard will come to their assistance. A person will be designated to accompany him or her during the descent. A green armband will be provided to facilitate the descent.

2. He or she may be transported in an evacuation chair

Move together to a secure waiting area: a classroom or office with a window on the street and a closed door, or failing that, a landing with a fire door.

Contact PC Sécurité on 01 45 49 55 55 or 01 42 22 48 52 to signal your whereabouts. An officer with an evacuation chair will meet you to evacuate the disabled person by the nearest fire escape.

3. He or she cannot be transported in an evacuation chair

Proceed to a secure waiting area together (see above).

Contact PC Sécurité on 01 45 49 55 55 or 01 42 22 48 52 to signal your whereabouts. The fire brigade will rescue him or her.

ASSEMBLY POINTS TO BE AWARE OF IN CASE OF EVACUATION

Paris Campus

- 117, boulevard Saint-Germain, 6th arrondissement: boulevard Saint-Germain pavement.
- 199, boulevard Saint-Germain, 7th arrondissement: boulevard Saint-Germain pavement.
- 2, square de Luynes, 7th arrondissement: rue de Luynes pavement.
- 56, rue Jacob, 6th arrondissement: to the left towards rue Jacob.
- 28, rue des Saints-Pères, 7th arrondissement: to the left when leaving, rue des Saint-Pères pavement opposite the Post Office.
- 224, boulevard Saint-Germain, 7th arrondissement: boulevard Saint-Germain pavement.
- 13, rue de l'Université, 7th arrondissement: to the left when leaving, opposite 30, rue de l'Université.
- 9, rue de la Chaise, 7th arrondissement: to the right, pavement towards rue de Grenelle.
- 27, rue Saint-Guillaume, 7th arrondissement: boulevard Saint-Germain pavement.
- 30, rue Saint-Guillaume, 7th arrondissement: boulevard Saint-Germain pavement.
- 56, rue des Saints-Pères, 7th arrondissement: to the left towards the boulevard Saint-Germain pavement.
- 98, rue de l'Université, 7th arrondissement: to the left when leaving, rue de l'Université.
- 41, rue du Four, 7th arrondissement: rue du Four.
- 10, rue de la Chaise, 7th arrondissement: pavement towards rue de Grenelle.
- 11, rue de Grenelle, 7th arrondissement: rue de Grenelle.
- 84, rue de Grenelle, 7th arrondissement: rue de Grenelle.

Regional campuses

- **Dijon campus:** Avenue Victor Hugo, towards jardin Darcy.
- **Le Havre campus:** Esplanade Richard Descoings opposite the building.
- **Menton campus:** Place Saint-Julien.
- **Nancy campus:** Inner courtyard towards the Dental school, near the car park.

- **Poitiers campus:** Rue Sainte-Opportune pavement (do not cross the road towards the square).
- **Reims campus:** Place Museux.

REFERENCES

[“Vivre ensemble, le guide des civilités envers les personnes handicapées à l’usage des gens ordinaires” \(PDF\)](#), Guide produced by the Ministry of social security, the elderly, the disabled and the family, 2005.

“Le handicap et moi”, Opcalia pamphlet.

Various guides from [Psycom](#), a public organisation that provides information and training and combats stigma in mental health. *Psycom* distributes information documents written by professionals and validated by the users, their relatives and support networks.

“Guide des pathologies invalidantes”, Agefiph Aquitaine & programme Equal.

Thandem, training offered to assist companies and organisations with their disability policies, by [Unilearn](#) and [Opcalia](#).

[“Guide Simon - Le guide pour les entreprises qui accueillent un adulte autiste ou asperger” \(PDF\)](#), guide edited by Handisup Haute Normandie, 2015.

