



# Accessibility Policy

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DETRIMENTAL TO THE INTEREST OF BRONTE COLLEGE OF CANADA.**



## 1. Policy Statement

The Accessibility Policy outlines the understanding of people with disabilities and recognizes that they may have different needs

1.1 Section 10 (1) of the Human Rights Code defines “disability” as follows:

- 1.1.1 any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- 1.1.2 a condition of mental impairment or a developmental disability,
- 1.1.3 a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- 1.1.4 a mental disorder, or
- 1.1.5 an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

## 2. Objective

- 2.1 To determine the needs of the students, staff and visitors of Bronte College who have a disability.
- 2.2 To assist in situations where disabled individuals may have special needs under the Accessibility for Ontarians with Disabilities Act, 2005.
- 2.3 To inform the staff of Bronte College on how to deal with disabled individuals when such situations arise.
- 2.4 To collect feedback from people with disabilities in order to learn about barriers that exist in the workplace.

## 3. Procedure

3.1 Bronte College allows the usage of ‘Service Animals,’ ‘Support Persons’, assistive devices, and the use of different methods of communication

- 3.1.1 ‘Service Animals’ are any kinds of animals that can be trained to help people with disabilities. Staff will be notified in advance in case of allergies.
- 3.1.2 ‘Support person’ means, in relation to a person with a disability, another person who accompanies him or her in order to help with communication, mobility, personal care or medical needs. They have to fill out a form, which can be obtained from the front desk.
- 3.1.3 An assistive device is any piece of equipment a person with a disability uses to help them with daily living. For example, a wheelchair, screen reader and etc.
- 3.1.4 Ensuring that our staff knows what is expected of them when they communicate with co-workers, students or visitors with disability.



## **General Tips for Communicating with People with Disabilities**

- When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)
- If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
- Treat adults like adults. Address people who have disabilities by their first names only when extending the same familiarity to all others.
- Relax. Don't be embarrassed if you happen to use common expressions such as "See you later," or "Did you hear about that?" that seem to relate to a person's disability.
- Don't be afraid to ask questions when you're unsure of what to do.

## **Tips for Communicating with Individuals Who are Blind or Visually Impaired**

- Speak to the individual when you approach him or her.
- State clearly who you are; speak in a normal tone of voice.
- When conversing in a group, remember to identify yourself and the person to whom you are speaking.
- Never touch or distract a service dog without asking the owner first.
- Tell the individual when you are leaving.
- Do not attempt to lead the individual without asking first; allow the person to hold your arm and control her or his own movements.
- Be descriptive when giving directions; verbally give the person information that is visually obvious to individuals who can see. For example, if you are approaching steps, mention how many steps.
- If you are offering a seat, gently place the individual's hand on the back or arm of the chair so that the person can locate the seat.

## **Tips for Communicating with Individuals Who are Deaf or Hard of Hearing**

- Gain the person's attention before starting a conversation (i.e., tap the person gently on the shoulder or arm).
- Look directly at the individual, face the light, speak clearly, in a normal tone of voice, and keep your hands away from your face. Use short, simple sentences. Avoid smoking or chewing gum.
- If the individual uses a sign language interpreter, speak directly to the person, not the interpreter.
- If you telephone an individual who is hard of hearing, speak clearly and be prepared to repeat the reason for the call and who you are.



### **Tips for Communicating with Individuals with Mobility Impairments**

- If possible, put yourself at the wheelchair user's eye level.
- Do not lean on a wheelchair or any other assistive device.
- Never patronize people who use wheelchairs by patting them on the head or shoulder.
- Do not assume that the individual wants to be pushed —ask first.
- Offer assistance if the individual appears to be having difficulty opening a door.

### **Tips for Communicating with Individuals with Speech Impairments**

- If you do not understand something the individual says, do not pretend that you do. Ask the individual to repeat what he or she said and then repeat it back.
- Be patient. Take as much time as necessary.
- Try to ask questions that require only short answers or a nod of the head.
- Concentrate on what the individual is saying.
- Do not speak for the individual or attempt to finish her or his sentences.
- If you are having difficulty understanding the individual, consider writing as an alternative means of communicating, but first ask the individual if this is acceptable.

### **Tips for Communicating with Individuals with Cognitive Disabilities**

- If you are in a public area with many distractions, consider moving to a quiet or private location.
- Be prepared to repeat what you say, orally or in writing.
- Offer assistance for completing forms or understanding written instructions and provide extra time for decision-making. Wait for the individual to accept the offer of assistance; do not "over-assist" or be patronizing.
- Be patient, flexible and supportive. Take time to understand the individual and make sure the individual understands you.

## **4. Notice of Temporary Disruption**

4.1. If, in order to obtain, use or benefit from Bronte College's goods or services, persons with disabilities usually use particular facilities or services of Bronte College and there is a temporary disruption in those facilities or services in whole or in part, Bronte College shall give notice of the disruption to the public.

4.2. Notice of the disruption must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

4.3. Notice may be given by posting the information at a conspicuous place on premises owned or operated by the provider of goods or services, by posting it on the provider's website, if any, or by such other method as is reasonable in the circumstances.



## 5. Training for Staff

5.1. Bronte College shall ensure that all staff must receive training about the provision of its goods or services to persons with disabilities within the first three months of probation.

5.2. The training must include a review of the purposes of the Disability Act and the requirements of the Regulation.

## 6. Feedback

6.1. Bronte College shall establish a process for receiving and responding to feedback about the manner in which it provides goods or services to persons with disabilities and shall make information about the process readily available to the public.

6.2. At our Senior Campus, the feedback form can be obtained from the Front Desk or in the Business Office. At our Junior Campus, the feedback form can be obtained in the Main Office. The form is also available on the Bronte College website. The feedback process must permit persons to provide their feedback in person or by email.

6.3. The feedback process must specify the actions that Bronte College is required to take if a complaint is received.

## 7. Availability of Documents

7.1. Bronte College shall notify all staff that the documents required by this Regulation are available upon request.

7.2. The notice may be given by posting the information at a conspicuous place on premises owned or operated by Bronte College, by posting it on the provider's website, if any, or by such other method as is reasonable in the circumstances.