



# Young Adult Advisory Board



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# Acknowledgments

## Our Volunteers

First, thank you Evelyn, Karl, Tiana, Charlotte, Rob, George and P<sup>1</sup> for giving their time, knowledge and skills to this project.

## Our Community

We could not have produced this report without the help of our community. Thank you to everyone who took part in the interviews and the Design a House Competition.

## WECIL Staff

Thank you to Ali and Kinny for supporting the Advisory Board with the Access Audit and for being on available to answer questions. We would also like to thank Helen, Connor and Laura in the WECIL Admin team for booking taxis and helping us to travel across the city.

## The Brislington Centre

Finally, we would like to thank the students and staff at the Brislington Centre for welcoming us and allowing us to view the space - especially Carole who worked very hard arrange a good time for us to visit. We really enjoyed ourselves and felt very welcome<sup>2</sup>.





## WECIL is a Disabled People's Organisation

We aim to ensure that the voices of Disabled people are heard, and that Disabled people have choice and control over issues that directly impact their lives. WECIL's Youth Trustee Board was formed in 2018.

The Youth Trustee Board played a key role in shaping the way we delivered our Youth Services, providing a valuable perspective on the needs of young Disabled people in Bristol<sup>3</sup>.





# Project Rainbow

# Project Rainbow

Bristol City Council are planning to build a new Independent Living Environment at City of Bristol College, Ashley Down Centre. In early 2021 Bristol City Council

invited our Youth Trustee Board to use their lived experience and advise on Project Rainbow. It was proposed that the board could:

## 1. Engage

with young disabled people in Bristol and feedback their view to Bristol City Council

## 2. Use

their lived experience to ensure that the building was accessible

## 3. Advise

on the aesthetics of the building

## 4. Attend

Steering Group meetings

## 5. Attend

site visits/tours

Bristol City Council initially engaged with the newly rebranded Young Adult Advisory Board in May 2021, attending and presenting to the volunteers at an online meeting on 4th May 2021. Unfortunately, we did not receive any communication

from Bristol City Council regarding Project Rainbow until 10th February 2022. Despite an initial lack of engagement from Bristol City Council, the Board members chose to continue volunteering on the project.



## Purpose

During a meeting on 31st August 2021, this date is in the future the Advisory Board talked about their purpose and the role they wanted to play in the development of the new Independent Living Environment (detailed below):

Our [The Advisory Board] purpose is to:

- Help design the future independent living space
- Make it as good as possible
- Be proactive
- Help people to understand the opinions of young disabled people
- Use lived experience to inform how this space will look
- Represent WECIL
- Make sure that all impairments are supported within the independent living space<sup>4</sup>

## Working groups

During this meeting, the Board chose to split into two working groups. Group 1 would focus on ensuring that the new Independent Living Environment was accessible;

Group 2 would focus on the aesthetics, specifically bedrooms, to help ensure that the new building was a welcoming and friendly space for young people.

### Working Group 1 – Access Audit

Charlotte, Karl and Tiana

#### Aim:

Conduct an Access Audit of the Brislington Centre and Ashley Down Car Park. The results of the Audit will help the group to produce tangible recommendations for the new Independent Living Centre at Ashley Down.

### Working Group 2 – Changing Rooms

Charlotte, Karl and Tiana

#### Aim:

Run a small engagement project to understand what young disabled people liked about their bedrooms. This included, conducting interviews, analysing submissions from the 'Design a House Project' and designing their own 'perfect bedroom'.



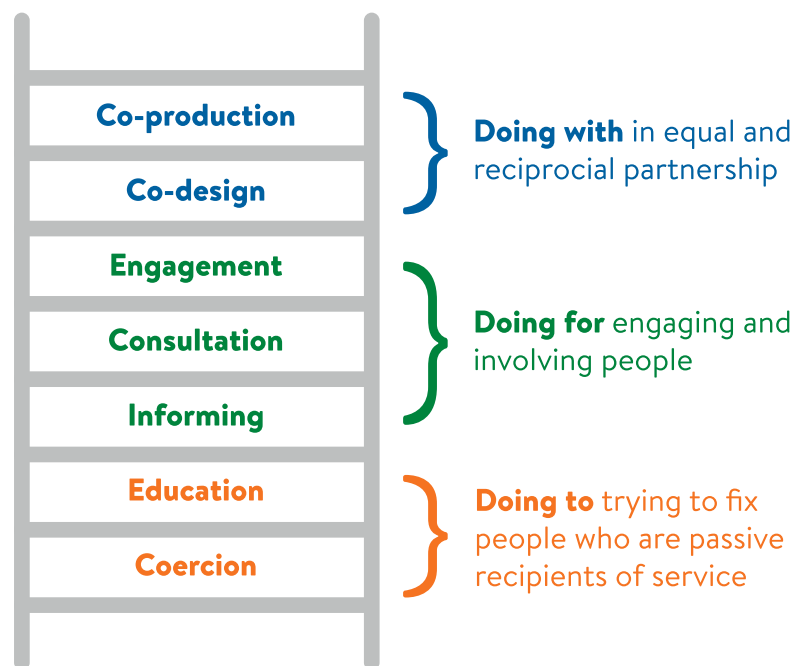
# Methodology



# Methodology

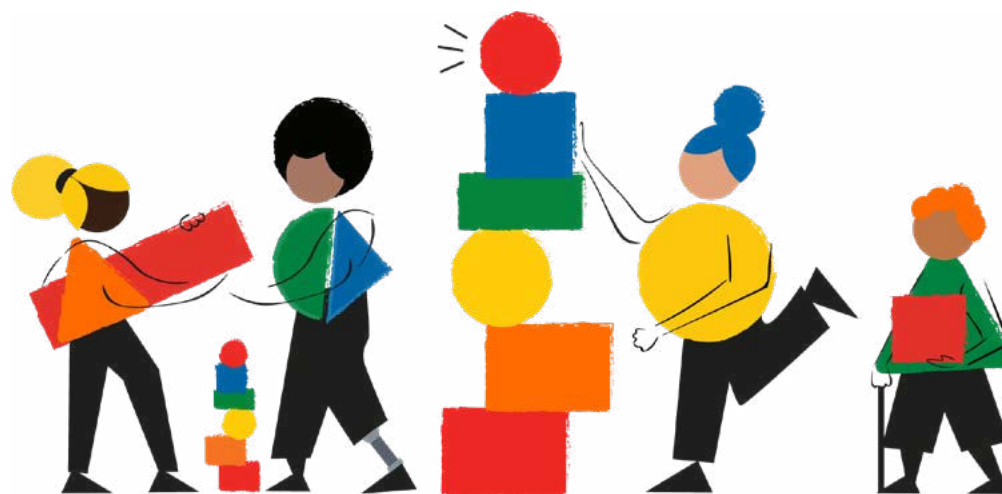
## The Ladder of Co-production Framework

“The Ladder of Co-production was produced by the National Co-production Advisory Group at Think Local Act Personal (TLAP), building on previous work by Sherry Arnstein (1969).<sup>5</sup> Each rung on the ladder represents a shift in the relationship between an organisation and its stakeholder.”<sup>6</sup>



The Ladder of Co-production Framework has shaped our approach to this project and our relationship with the Advisory Board. The Advisory Board are our partners and are considered Experts by Experience. Our relationship with the board is reciprocal; we recognise that each Board member has volunteered for their own reasons, and that each have their own distinct

personal goals and ambitions. Our original aim (to coproduce a project with the Council) could not be achieved due to lack of engagement from Bristol City Council however we have aimed to make this project a meaningful and beneficial project for our Advisory Board members. Over the course of the year, the members of the Advisory Board have:



- Received training on the Social Model of Disability and how to perform an Access Audit
- Conducted community interviews
- Recruited Volunteers
- Designed advertisements
- Participated in and attended meetings
- Worked independently and as a team
- Conducted an Access Audit
- Conducted research and analysed data
- Wrote sections of the report
- Met new people

Even if the Council fail to adopt the recommendations in this report, we hope that this project has been enjoyable for the Advisory Board

members and has helped them to meet new people, learn new skills and try new experiences.



# What, How, Where and When

## Working Group 1 – Access Audit Group

The Advisory Board co-designed<sup>7</sup> the projects outlined in this report and were responsible for deciding

what, how, where and when, as demonstrated in the table below.

### What should the area of focus be?

Accessibility

### How will we run the project?

We will perform an Access Audit

### Where will our project take place?

At the Brislington Centre

### When will we deliver our project?

At a time that works for everyone

## Working Group 2 – Changing Rooms

### What should the area of focus be?

Bedroom Design

### Where will our project take place?

Remotely

### How will we run the project?

We will interview members of the community  
We will design our own room based on submissions from the Design a Home competition.

### When will we deliver our project?

At a time that works for everyone

The role of the Advisory Board Key worker, Hannah Nuttall (HN) has been to facilitate the projects proposed by the Board, liaising with the Brislington centre, arranging

training, posting adverts, putting the report together, writing minutes and notes, booking Taxis, and organising meetings.

## Why is this not co-production?

The Advisory Board were not involved in the decision taken by WECIL to deliver a project for Bristol City council. Neither were they involved on the decision to build a new Independent Living

Centre or any operational decisions that have been made by Bristol City Council or City of Bristol College (staffing, curriculum, location of building etc).

## Engagement

The Advisory Board engaged with fourteen community members, including ten people who submitted a picture for the Design a House Competition and

four adults who were interviewed by Rob. The Ladder of Co-production Framework would define these interactions as 'Engagement' (definition below).

**"People who use services are given more opportunities to express their views and may be able to influence some decisions, but this depends on what the people responsible for services will allow."**<sup>8</sup>

## Report Writing

This report has been assembled and partially written by Hannah Nuttall, Advisory Board Key Worker (HN). Karl, Tiana, and Rob have written portions of the report and the footnotes will indicate who is responsible for each section. Sections have been dictated directly to HN or have been summarised from meeting minutes and conversations.

Direct quotes from the Advisory Board and community members have also been included. Sections of the Access Audit reports have been summarised by HN and are based on the notes taken by Tiana, Karl, and Charlotte during their Audit of Ashley Down Car Park and the Brislington Centre.

## Analysis

Except for the Community Interview summaries and recommendations, the data collected was analysed by members of the Advisory Board during online meetings and summarised in the report by HN.

## Recruitment

We have aimed to involve disabled people in the recruitment of the Advisory Board where possible. For example, Evelyn wrote the questions and chaired Karl, Rob, and Charlotte's volunteer interviews.

## GDPR

The names of the community members who have taken part in this project have been anonymised.



# Introduction

# Introduction

## Who are the Advisory Board?

We are a group of young people who all identify as having some form of disability (either currently or at another point in our lives). We are Karl, Tiana, Charlotte, Rob, and Evelyn.

The Young Adult's Advisory Board were formed in April

### Charlotte<sup>10</sup>

Charlotte is a local disability activist from Bristol. On the topic of accessibility Charlotte describes herself as a “dog with a bone”. Charlotte also volunteers with Bristol

2021 at the request of Bristol City Council. Over the course of the year, seven disabled adults, aged between 18 and 25 have volunteered the project. Currently, the Advisory Board Members include Tiana, Karl, Rob, Evelyn, and Charlotte.<sup>9</sup>

Disability Equality Forum's “Forging Our Future” project and has performed an Access Audit of Bristol Museum as part of the project.

“

Disabled people have not had a voice in the UK. You need people who have been affected to be leading”. “I would bring my own experiences [to this role]. I want to further my own knowledge of accessibility and I want to learn more about different access requirements.

I do not take no for an answer.

Charlotte

”





## Evelyn

Evelyn joined WECIL in April 2021 and is currently studying at City of Bristol College. In her spare time, Evelyn enjoys reading and discovering new vegetarian food recipes.

“

As a disabled person, I would like to voice my opinions, share my ideas and have a new experience volunteering with people working towards the same goal. *Evelyn*

”

## Rob

Rob joined WECIL's Youth Trustee Board in January 2020 and has since become an active community member. Rob is also a member of WECIL's Peer Advocacy group, Know Your Rights. **“I volunteer with WECIL because I believe in the Social Model of Disability and working with WECIL to create a new inclusive community.”**

## Karl

Karl has been volunteering with WECIL since 2019 as a Peer Advocate. He also works for the NHS as an Expert by Experience and has volunteered with many different charities and public sector organisations.

“

I feel very strongly and very passionately about supporting young Disabled people in the area. It is an area that I have lots of experience about and it's an area where I can make a contribution. We should be valued in society as just as much as anyone else. To do this, changes need to be made. *Karl*

”

## Tiana

Tiana has been volunteering with WECIL as a Youth Board member since October 2018 and joined the Advisory Board in April 2022. Tiana is currently studying at the University of Bristol and will graduate this year.

“

“I hope to influence to support local schools and colleges give to young Disabled people increasing their educational outcomes. As I believe this is a crucial way to help young disabled people enter the adult, working world. As well as being a voice to young disabled people on a range of topics and issues that they find important.” *Tiana*

”

## What is our role?

Our job is to provide advice to Bristol City Council as they are in the process of designing and building a new facility to help young people gain the skills to become independent. We come from a wide variety of backgrounds.

We plan to give our clients, Bristol City Council advice and

guidance on how to make the new independent living facility as welcoming as possible. We will make suggestions on how to design the facility to make it as accessible as possible for disabled people, including people with autism spectrum disorder and/or a Learning Disability.

## Why is it important for disabled people to have their say?

It is very important for Disabled people to have their say as it enables the people who are designing the new facility to make it work as well as it could. It is also important as it shows that the project is being

run with co-production at its centre. And making sure that it has been designed with the best solutions as we all have lived experience with our own unique conditions.



## Why will an Access Audit help?

An access audit is vitally important as it will outline the requirements for the new facility by showing what is available at current sites. It should also show some of the potential limitations of

the current sites so the new facility will be better. The access audit will show what is currently available and what needs to be improved when we are designing the new facility.

## Why will our research into rooms help?

We want to help people to understand what they [young people] like about their rooms.

We can use this information to provide recommendations to Bristol City Council.<sup>11</sup>



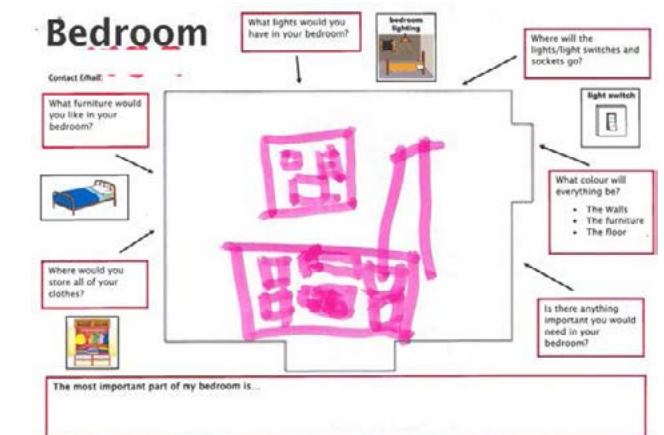
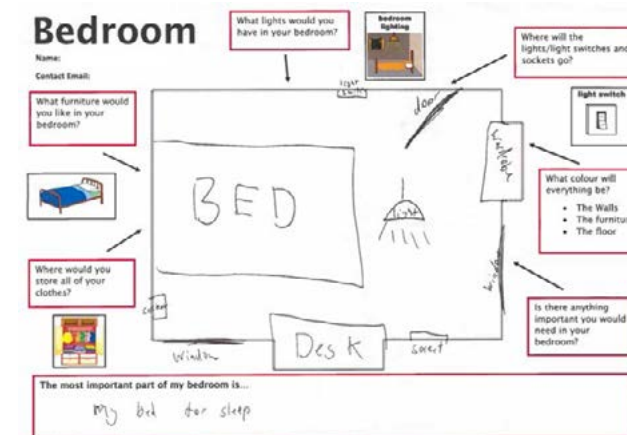
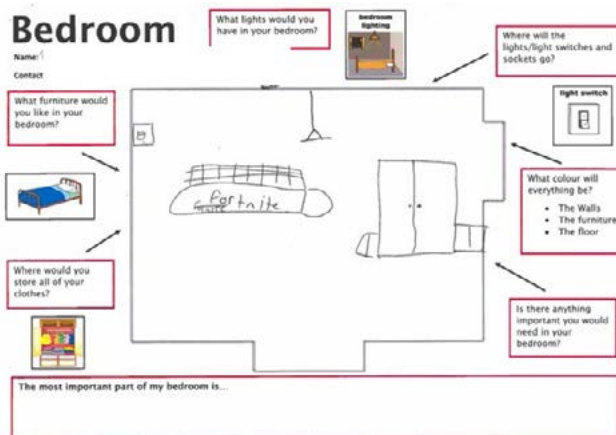
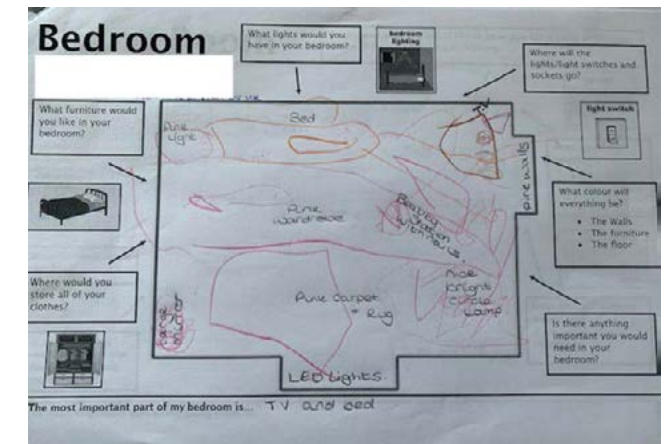
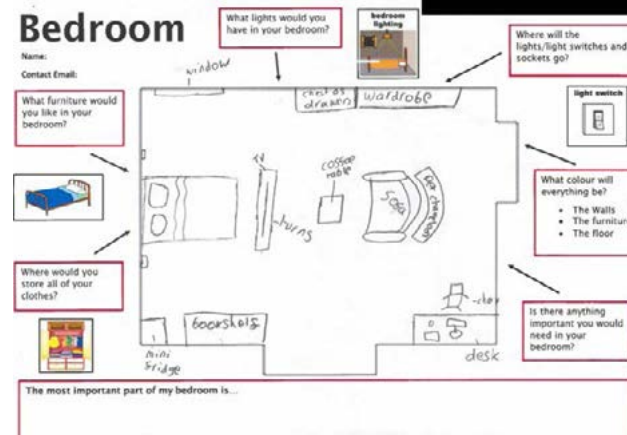
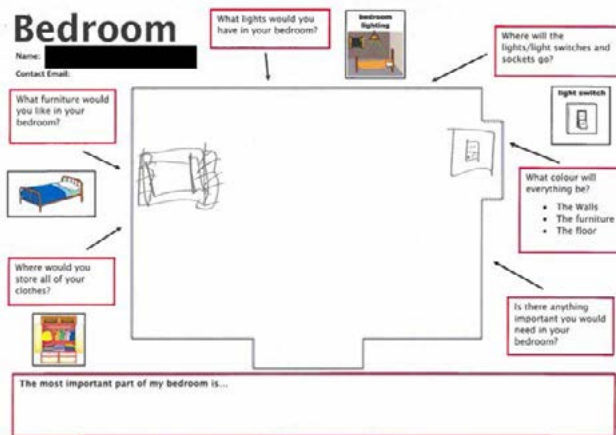


# Working Group 2 - Changing Rooms Team

# Design a House Competition

In the summer of 2021, WECIL ran a competition asking young people to design their perfect house. We received

8 submissions from young people in our Youth Groups and two from the wider community which are shown below.<sup>12</sup>



## Bedroom

Name: [REDACTED]  
Contact Email: [REDACTED]

What lights would you have in your bedroom?

Where will the lights/light switches and sockets go?

What furniture would you like in your bedroom?

Where would you store all of your clothes?

What colour will everything be?

- The Walls
- The furniture
- The floor

Is there anything important you would need in your bedroom?

The most important part of my bedroom is...

## Bedroom

Name: [REDACTED]  
Contact Email: [REDACTED]

What lights would you have in your bedroom?

Where will the lights/light switches and sockets go?

What furniture would you like in your bedroom?

Where would you store all of your clothes?

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## Bedroom

Name: [REDACTED]  
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What lights would you have in your bedroom?

Where will the lights/light switches and sockets go?

What furniture would you like in your bedroom?

Where would you store all of your clothes?

What colour will everything be?

- The Walls
- The furniture
- The floor

Is there anything important you would need in your bedroom?

The most important part of my bedroom is...  
my bed for sleep

**On 3rd November 2021, Evelyn, Rob and Hannah met and reviewed each picture describing the key features in these rooms. Our goal was to identify common themes which would help us to:**

- Provide recommendations to the Council
- Design our bedroom based on the feedback from participants

We described the key features of each room and put them in a table.

Name	Colours used	Description of room	The most important part of my bedroom is...
R	N/A	Video Game Console (Fortnite) Wardrobe	N/A
D	Green	Toy Collection Light switch Bed Window Furniture	Cars Collection
A	Pink	Bed x 2 (for siblings) TV Windows Door Light switch Light Wardrobe	N/A
AN	N/A	Bed Light Switch	
K		Bed Desk Socket Window Light Door Wardrobe	My bed for sleep
B	Blue Green Stripes Yellow wall	Bed Bookcase Window Carpet Door Wardrobe TV	

## Common Themes

**Ron and Evelyn agreed that the common themes were:**

- Beds
- Colour
- Lighting (windows and lights)
- Entertainment and/or personal items like books, tv's, pets and video games.

During the meeting, Rob volunteered to design a new bedroom, using the competition submissions and his own lived experience as inspiration. Rob and Evelyn also decided to conduct interviews with the community to learn more about what disabled people like about their bedrooms.

Name	Colours used	Description of room	The most important part of my bedroom is...
R	Pink	Bed	
K		Bed Window Chest of drawers Wardrobe Pet Chameleon Sofa 18 Coffee Table Tv Desk Chair Bookshelf Mini Fridge	
S	Orange Brown Green Red Black Purple Blue	Bed Wardrobe Toys Picture Frames Lights Window Light switch	Toys
M	Pink Orange	Bed Beauty station LED Lights Nice bright circle lamp Pink Ward-robe Pink Lights	Bed



# Redesigning the Brislington Centre

Rob who is an artist, volunteered to redesign one of the Brislington Centre Bedrooms (see Figure 1). Rob's redesign was inspired by the common themes identified from the

Design a Room Competition and his own preferences. His design prioritises light, convenience, comfort, colour, and entertainment.<sup>13</sup>

**Figure 1**



## Rob's Design

**Figure 2**

The bed is against the wall because when you see it facing the wardrobe it was too dark. It would better to turn it around, so it faces the window. From the bed you can see the sunshine, the building outside, the sunrise and the sunset.

The light switch is on the wall because it is easier to get to. When they get out of bed or get up in the morning it would be easier for them to turn it off. They can go straight to bed after turning off the light.<sup>15</sup>

**Figure 3**

## Pinboards

The pinboards will have information about their day, schedules, and objectives. They can use one of the pinboards to put their personal things on like posters

and drawings. Anything they have printed off from the computer, they can stick it on the grey pin board. And they can put their objectives on the pinboard.

## Room colour

If I am perfectly honest my own room is red. I like this colour and it is more colourful. The room in the Brislington Centre is a dull paint. If I was at the Brislington Centre, I would think to myself: "I would like to have it decorated".

The same with the carpet as well. Maybe we could have a navy carpet?

I have changed the curtains from grey blue to yellow. That doesn't really stand out too much. Just to brighten things up.

## Chair

I saw the picture of the chair and thought maybe it is time for an upgrade, so that the person in the Brislington Centre can have a computer, a bigger desk and chair. They

can play some games or do their homework at any time they want. The desk has drawers so that they can put things in it like pens and pencils.

## Television

The TV is wall mounted so they can watch anything on Freeview. You can see that Disney Plus is on there. They

can then watch anything they want. It makes perfect sense to have the noticeboard next to the desk.



**Figure 4**



### **Wardrobe**

They can put coats, shoes, and clothes in the wardrobe.

### **The Mirror**

I have changed the mirror to an AI lighting mirror with LED lights. I think the one in Brislington Centre looks a bit old fashioned so I thought I would change that.

### **Toothbrush holder**

I added this so that when they brush their teeth, they can put it straight into their cup.



# Community Interviews

# Community Interviews<sup>16</sup>

The Advisory Board conducted online interviews, four with community members, including one WECIL staff member.<sup>17</sup> The purpose of these interviews was to gain a greater understanding of what young disabled adults want, like/dislike and need.

All the interviewees identified as disabled and were aged between 17 and 25. Evelyn

wrote the questions and Rob performed the interviews. The interviews were conducted by Rob online with HN transcribing. Each interview lasted 30 minutes and the interviewees (excluding the WECIL staff member) were given a £10 Amazon Voucher for participating. The interviewees were asked 11 questions in total.

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30

Minute  
interview

A yellow circle with a hand-drawn border containing the text '£10' in large blue font, with the text 'Amazon voucher' in smaller blue font below it.

£10

Amazon  
voucher

A yellow circle with a hand-drawn border containing the number 11 in large blue font, with the text 'Interview questions' in smaller blue font below it.

11

Interview  
questions

## Interview Questions

1. What do you like about your current bedroom and why?
2. What is the most important thing about a bedroom and why?
3. Describe your perfect bedroom?
4. What colour would you like to paint your walls and why?
5. Do you have posters, pictures or noticeboards?
6. Why do you have or not have posters, pictures or noticeboards?
7. What hobbies would you do in your bedroom?
8. Would you study in your bedroom?
9. Do you watch TV in your bedroom?
10. What is the least important thing about a bedroom and why?
11. Describe the worst bedroom?

The interviewees were also shown a picture of a picture from the Brislington Centre (see below) and were invited to provide feedback.

<sup>16</sup> Pages 25 – 34 written by HN. All quotes were sourced directly from the transcribed interviews..

<sup>17</sup> We also interviewed a community member about why they decided not to study at the Brislington Centre. The interview is not included in this summary because the participant was asked a different set of questions. The full transcript of this interview can be viewed in the appendices.

# Interview Summary

Common themes were identified and sorted into four different categories. Quotes have been used to illustrate key points and identities have been anonymised. The participants will be referred to as A, B, C and D.

**Figure 5**



## Interview Questions

What do our interviewees want and why?

What do our interviewees dislike about bedroom and why?

Opinions of the Brislington Centre

Other than sleeping, what do our interviewees want to use their bedrooms rooms for?

What do our interviewees dislike about bedrooms and why?

## Category 1: What do our interviewees want and why?

### 1a. Accessibility

Access was a top priority for the interviewees. D, B and A all used a mobility aides and/or a wheelchair and needed more space to navigate their surroundings.

“As a wheelchair user I find space to be important. Having a space makes you feel less stress. Having more space to move around in is really important” - D

“The space is important so that I can get my wheelchair in. So that I can go around the room” - B

“In my experience allow as much space as possible for me to transfer and to turn around” - A

D and A talked about accessible equipment including sensory tools/toys, height adjustable desks, and hoists.

“Height adjustable desks would be great” - D

“I would like lots of sensory lights because I suffer a lot with falling asleep and I also suffer a lot with emotional feelings, and I like to have sensory stuff to help me calm down, like toys and lights” - A

D also raised the potential mental health benefits of good lighting.

“Why is lighting important? It can improve your mood” - D

The placement of utilities, equipment and furniture was discussed by B, who wanted a light switch close to his bed for easy access during the night.

“When you are by the bed ideally you would have a switch next to it. The main light itself”- B

B and C preferred an ensuite, which would be good for ‘getting to the bathroom quickly’- C

There is no ‘one size fits all’ approach to accessibility and this is reflected in the different suggestions provided by our small pool of interviewees. Speaking from experience, ‘A’ emphasised the importance of working closely with each student to understand their access needs prior to moving in.

“When designing a bedroom, it is all about understanding the person and what they need. It’s all about talking to the person you are accommodating for and try to bring them in with the process of building the bedroom.” - A.

## 1b. Comfort

When asked to comment on the “most important thing about a bedroom and why”, the interviewees prioritised comfort, relaxation and safety:

“Having it be comfortable. If it’s not comfortable you’re not safe” - C

“Make sure that it is a relaxing space to be in” - D

For A, access and comfort were closely linked. A currently has a “special mattresses and larger bed due to severe back pain.”

Unlike the other interviewees, D chose not to study in their bedroom as it would impact their ability to relax:

“If I had a choice I wouldn’t study in my bedroom. I would study in a different room. I don’t like doing work in my room as it is meant to be a relaxing environment” D

## 1c. A Room of One's Own

When asked to comment on the **“most important thing about a bedroom and why”**, the interviewees prioritised comfort, relaxation and safety:

“Having it be comfortable. If it’s not comfortable you’re not safe” - C

“I like having a space of my own” - D

Personal space was also important to A, as well as having choice and control over how the room looked.

“It [their bedroom] can act as a place that you can turn it into anything you want” - A

## 1d. Aesthetics

Our interviewees each had a different vision for how they would decorate their bedroom. Except for B, who felt that posters, **“would suit me better in my teenage years”** the other interviewees had decorated their current bedroom walls with picture, posters and artwork:

“We have... Pictures of family members and toys” - A

“Some of it is art that I have bought, some friends. Gives it personality so the room doesn’t look very generic” - C

“I have got posters; I don’t have any pictures, but I would like to have pictures” - D

Like the Design a House Competition submissions, each interviewee had a different colour in mind for their room.

“Maybe make it brighter. Try to give our bedroom some relaxed and chilled out atmosphere” - A

“Ideally blue” - B

“Grey because it is a neutral colour” - C

A pale colour... a warm summer colour” - D





## Category 2: Other than sleeping, what do our interviewees want to use their bedrooms rooms for?

### 2a. Entertainment

The interviewees all enjoyed multiple forms of electronic entertainment in their bedrooms including, televisions, laptops and phones.

“We watch Netflix all the time. Pretty much every day from 8pm until 9pm. We also look at our phone and look at things like Tik Tok.” - A

“Watch tv. Watch a lot of TV. I quite like watching Netflix. I also like to read. I browse on my phone just before I got to bed”. - B

### 2b. Hobbies

The interviewees saw their bedrooms as a space to enjoy their hobbies including art, content creation and reading. All, at one point in their lives, had used their bedrooms as a study or workspace, sometimes out of necessity rather than preference (for example, if they lived with parents, or in shared housing and/or halls).

“I used to [study in my room]. Not anymore because I have finished my studies. I used to hate going to the library. My place of studying and doing my assignments was in my bedroom”- B

### Category 3: What do people dislike about their rooms?

#### Each interviewee was asked to “Describe the Worst Bedroom”

The common themes raised were:

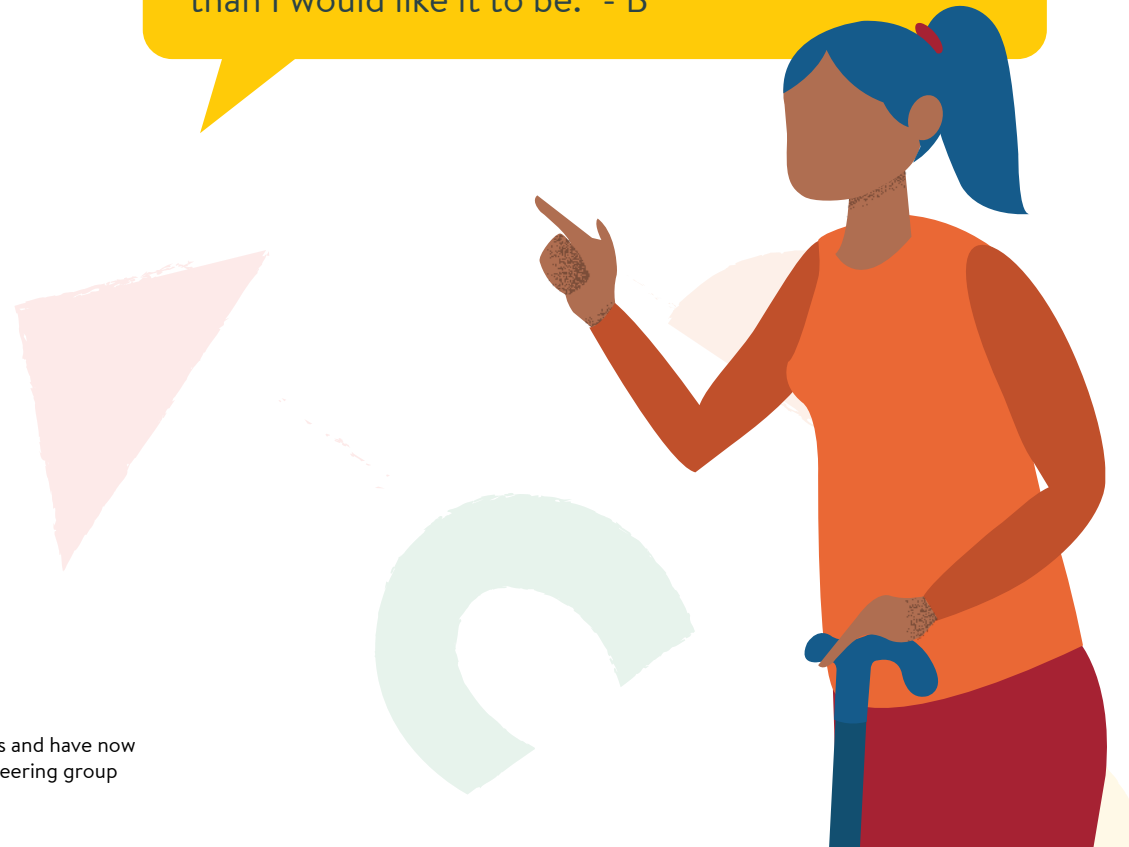
- Inaccessibility
- Temperature
- Cleanliness
- Poor lighting

“Something that is dark, no natural light. A cold room.” - D

“Somewhere that is really untidy. Somewhere that’s properly messy. Clothes on the floor.” - C

“One time [on holiday] we stayed in the deluxe disabled room. Apparently, it was suitable for disabled users but it wasn’t. The bath wasn’t accessible. It was hard to navigate with my walking frame. It was terrible.” - A

“My current room. Cold damp, its small, smaller than I would like it to be.” - B



## Category 4: Opinions of the Brislington Centre

At the end of the interview, each interviewee was shown a picture of the Brislington Centre [see figure 5] and were asked to comment. Their responses are shown below:

“It’s really functional. No personality. Like a student room.” - C

“I do like the space. There is a lot of space between the front door and the radiator. It’s a good design not to have a really big bed. The bigger the bed the harder it is to navigate the room. It is good that they have thought about the space.... If this was me, the workstation would have to move. I have a frame and would need to transfer....” - A

“It’s spacious because you can go around the bed. Not sure about the light. Looks like a big balloon hanging off the ceiling. Not sure about the storage. Looking like my grandmas. Outdated. Quite bland.” - B

“I like it. The room is nice and tidy. Walls are a bit plain. It’s a bright room. Could do with a bit of colour. It is a very bright (bulb) light. Maybe there could be some side lights. I like the noticeboard. A bigger desk would be great.” - D

# Working Group 2 - Recommendations

## Access

The new Independent Living environment should be fully accessible for disabled people. An Access Audit delivered by Disabled people would help ensure this. For specific comments on accessibility, please refer to page 35 to view the Access Audit

performed by Group 1. There is no 'no one size fits all' to accessibility. Work closely with individuals to ensure access needs are met before they begin studying at the Independent Living Environment.

## Space

There should be enough space for wheelchair and mo-

bility aide users to navigate their rooms comfortably.

## Decoration

The students should have the option to decorate their own rooms. Pinboard and posters

are popular and an important way to personalise the space.

## Hobbies/entertainment

Students may want to use their rooms to enjoy hobbies, watch television, play video

games, and browse social media/internet.

## Access

Light, spacious rooms are preferred. Bedrooms should let in as much natural light as possible. Access and conve-

nience should be considered when deciding on the position of light switches and lamp.

## Autonomy

Allow students a measure of control over how to use their bedroom space. This can be achieved by talking to the students - before and during their time at the Independent Living Environment.

For example, at times, they may not want to study in their rooms and may prefer to use the study spaces available on the College Campus, such as the library.



# Working Group 1 - Access Audit Team

## Working Group 1: Access Audit Team Priority Scale

The Access Audit group consisted of Tiana, Karl and Charlotte. The group attended Access Audit Training on 26th October 2021.

Karl (with support from HN) performed an Access Audit of Ashley down car park on 7th December 2021.

Charlotte, Karl and Tiana performed an Access Audit of the Brislington Centre on 23rd March 2022.

Each report includes a summary of key findings and a list of recommendations, ranked by priority.<sup>18</sup>

### Priority 1:

Items are defined as: implement immediately to eliminate a serious barrier or hazard to access and use of the building.

### Priority 2:

Items are defined as: implement as soon as possible to improve access.

### Priority 3:

Items are defined as: plan adaptation work to be implemented to suit identified building users requiring adaptations to be made.

### Priority 4:

Items are defined as: implementation as part of specific regular maintenance/renewal.



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# Ashley Down Car Park Access Audit

## Ashley Down Car Park Access Audit

**Auditors:** Karl, Tiana and Hannah

**Date:** 7th December 2021

### Why are we auditing Ashley Down?

The new Independent Living Environment will be based at Ashely Down. If a new Independent Living Facility was built on the Ashley Down site, the students and their parents would use the pathways, car park and the reception area. They may also use public transport to travel. We also used this as an opportunity to practice what we had learned during training ahead of the main Access Audit at the Brislington Centre.

### Our Access Audit, performed focuses on the following:

- ✓ Accessible Parking
- ✓ Wayfinding
- ✓ Transport Routes<sup>19</sup>



## History of the site

Ashley Down Centre used to be an orphanage dating back to about the mid-Victorian era. The original site (which included Brunel House) expanded over the road to Muller House. The reason not much can be done to the buildings is

because they are listed.<sup>20</sup> That is why, when in 2016, Brunel House was being converted into flats there was nothing that could be done about some of the windows as they were originally fitted in the 1900s.<sup>21</sup>



## Summary of Findings

### Planning your journey to Ashley Down Campus

There is information on the website including visual (via Google maps), instructions on how to travel to Ashley Down.

The closest bus stops are not clearly indicated on the website however there is a link that allows you to 'Plan your

journey' under the section 'By bus.'

The nearest bus stop to the college campus is Sefton Park Road, this is indicated on the Google map, once zoomed in. The closest bus stops are not clearly indicated by text on the website.

### Website Accessibility

The website uses plain and simple language to describe information. The website makes good use of bullet points with short simple sentences. It avoids jargon, uses headings above chunks of information and easy-to-read font.

It is possible to feedback on website accessibility by emailing the marketing team although you would have to actively seek this page out – this could be included on Ashley Down Centre's main page.

There is a separate page on accessibility which discusses the accessibility standards that the website meets, regulations, user experience and ways to contact the This

includes an option to have the information from the website in a PDF, large-print, easy read, audio recording or braille format.

### Building Access Information on Website

- There is no information about changing places or where they are located.
- Disabled parking is indicated under the heading 'By car' on the main webpage.
- No visible information about accessible toilets on the website.
- No information about ramps and tactile surfaces.

## Bus Routes

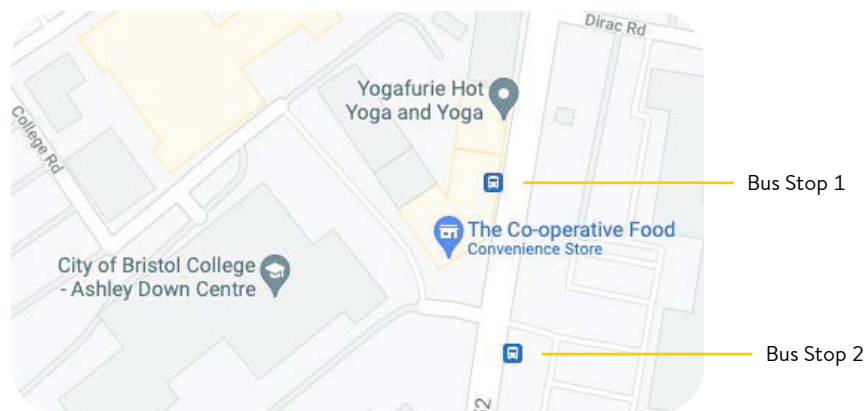
Only 1 bus stops at Sefton Park Road, this is the 70 bus which travels from Frenchay Campus to Temple Meads Station and the City Centre (Broadmead, Rupert Street).

There are other bus stops/ bus routes further way from the campus (Gloucester

Road/Servier Street) which requires students to walk for the rest of their journey (between 13-15 minutes).

The distance from bus stop 1 is very close (70m) The distance from the bus stop 2 to the main entrance is also very close (80m)<sup>22</sup>

**Figure 7**



**Figure 8**



## Signage<sup>23</sup>

There are signs directing drivers to the College car park. There are also signs for pedestrians entering the College from the left (see Figure 8). For pedestrians

entering from the right (next to the Co-op), we could not identify any signs. The contrast between the white text and the blue background is satisfactory.

## Car Park

The Car Park is well lit and the surface is Tarmac which is easy to walk on. There is a visitor car park and designated parking for Disabled Badge Holders. There are seven Disabled Badge holder spaces in the visitor parking

are and two more in the Staff parking area.

The total width and length of the accessible parking area is slightly under the standard size and layout.<sup>24</sup>

**Width:** 2310

**Transfer Zone:** 1250

**Total Width (inclusive of transfer zone):** 3560

**Length:** 4870

There are transfer zones for shared bays, allowing space for wheelchair transfers.

The area at the front of the bay is covered in grass and there is no usable footpath or drop curb to access the

area. To enter the College, wheelchair users would need to move behind parked vehicles and into the flow of traffic. This could be hazardous as they may be below the line of other motorist's vision.

**Figure 9**



## Walkway from Car Park to Entrance

The distance from the furthest accessible parking space and nearest drop curb is 20m. As there are no drop curbs or pavements close

to the car, a wheelchair user would travel in the road for 20m in order to reach the closest drop curve.

## Pedestrian entrance

The pathway to the main entrance is level with the pavement. It is possible to enter the main entrance from the

right or from the left. The left entrance includes a ramp and stairs.

## Recommendations

### Priority 1:

The length and width of the accessible parking spaces should be extended.

### Priority 1:

Add a drop curb to the pathway adjacent to the car park.

### Priority 4:

Include detailed building access information on the website.





# Brislington Centre Access Audit

## Brislington Centre Access Audit

**Auditors:** Tiana, Karl and Charlotte

**Date:** 23rd March 2022

The Brislington Centre is the current Independent Living Environment in Bristol. In the meeting on 31st August 2021 the Advisory Board decided to perform an Access Audit on Brislington Centre. As noted by Karl in the report introduction:

“

“The access audit will show what is currently available and what needs to be improved when we are designing the new facility.”<sup>25</sup>

”

The Advisory Board recognise that the Brislington Centre is very old and was likely not built with disabled access mind. This Access Audit report is not a critique on the service provided by the staff at the Brislington Centre who were warm, friendly, and welcoming.

Our only goal is to make sure that the new Independent Liv-

ing Environment is accessible for all.

The Advisory Board spent two hours at the Brislington Centre. This Audit will focus on the main building only (excluding the bathrooms). The Advisory Board did view the bathrooms, toilets, and pods but due to time constraints, were unable to perform a full audit of these spaces.<sup>26</sup>

## Summary of Findings

### Planning your journey to the Brislington Centre

There is currently no map of the Brislington Centre or information of ways to travel to the location e.g., no bus, car or cycle routes. The Centre address is list-

ed clearly at the top of the webpage. If you type 'The Brislington Centre' into a Google Search engine, the details for the main City of Bristol Campus are displayed.

### Website Accessibility

The website uses plain and simple language to describe information. It avoids jargon, uses headings above chunks

of information, easy-to-read font. The access information is the same as the Ashley Down Centre.

### Building Access Information on Website

There is a virtual tour of the building. There is an easy to view floor plan – each room and section of the building is

well annotated with a brief description.<sup>27</sup> There is also a useful online measuring tool.

### General Access Information:

- No information about changing places or where they are located.
- No information about disabled/accessible parking.
- No information about accessible toilets.
- No information about ramps and tactile surfaces.<sup>28</sup>

### Bus Routes<sup>29</sup>

The Brislington Centre is not situated in a central location. Depending on their starting location, a bus traveller may need to take two buses to

get there. There are two Bus Stops in the area that (combined) are serviced by five different bus routes.

#### Bus Stop 1

1-minute walk  
Bus routes 35, 435, 513, 514

#### Bus Stop 2

3-minute walk  
Bus routes 1, 96, 435, 513, 514

<sup>27</sup> Section written by Tiana Francis, pages 43-44.

<sup>29</sup> Pages 44-45 (from Bus Route Heading) summarised from Access Audit notes and meeting minutes by HN. Recommendations and priority levels were decided by Karl and Tiana during an online meeting on 19th April 2022.



## Signage

There is a sign directing drivers to the Brislington Centre if they are approaching the College from the South.

There is no sign directing drivers to the Brislington Centre if they are approaching from the North.

The text on the South Facing sign is white and is set against a blue background.

Text of sign reads: City of Bristol College. The Brislington Centre. Beware concealed entrance. 92 meters on left.



**Figure 10**

The contrast between the white text and the blue background is satisfactory.

The sign and the text are small and could be missed by a driver (particularly as the sign

is positioned further from the road). It is worth noting that there was not a consensus within the group as to whether the sign could be easily seen by a driver.

**Figure 11**



The car park bay is wide enough for a wheelchair user to transfer from the side but

it not long enough for anyone accessing their wheelchair from the rear.

## Car Park

The Car Park is well lit, and the surface is Tarmac which is easy to walk on. The accessible route to the entrance (which is ramped) is very close to the accessible parking bay. There is one accessible parking space and five standard car parking spaces

in total. The width of the Accessible Parking Bay is within the recommended size however the length is under the recommended guidelines by 880mm.<sup>30</sup>

**Width:** 3600  
**Length:** 3920

## Journey to the entrance

There is a drop curb on the pavement to allow cars to enter the car park which could also be used by pedestrians. There is no tactile surface to warn a person

with a visual impairment that they would be stepping into the road. Pedestrians can enter the site from either the car park or from the pavement.

**Figure 12**

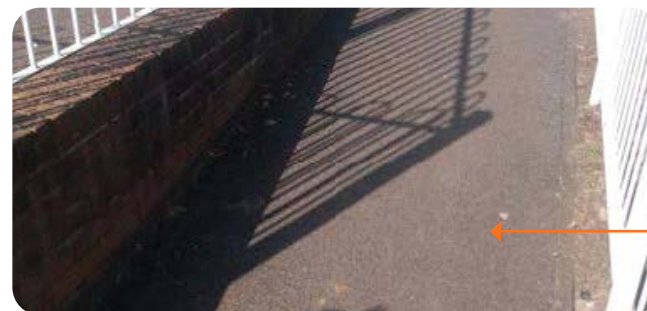


Drop curb

There are two routes to the entrance the building (steps and a ramp). There are no signs indicating the pathway

to the entrance however, the Advisory Board felt that the two options were easily identifiable.

**Figure 13**



The ramp is very close to the accessible car parking bay.

The ramp is close to the car park and is easy to access. It is easy to travel down the ramp, but a manual wheelchair user may find it difficult to travel up (if they were leaving the building) without

assistance. A member of the Advisory Board was unable to travel up the ramp on their own without engaging the electric function on their wheelchair.

## Entrance

The Advisory Board felt that there could have been more signs directing visitors to the entrance. There are three

doors that look like they could be an entrance to the building.

## Outside Doorway

The opening width of the outside entrance door was 1480mm, leaving plenty room for a wheelchair user to travel through. The door is automatic and a visitors

must use an intercom to gain access to the front garden. The intercom height is 1260mm, which is slightly above the recommended height guidelines.

## Main Entrance

The building entrance leads into the conservatory, visitors' area and lounge.

The welcome mat is not flush (flat) with the floor and is a potential trip hazard.

The reception entrance is not level with the floor which is a potential trip hazard for people with a visual impairment and a potential challenge for wheelchair users/people who use mobility aids.

Figure 13

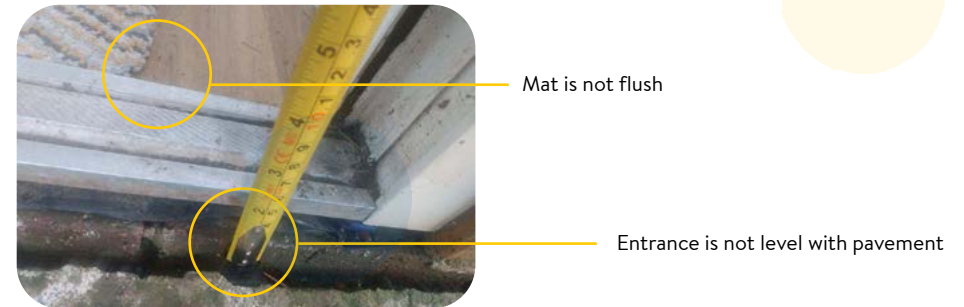
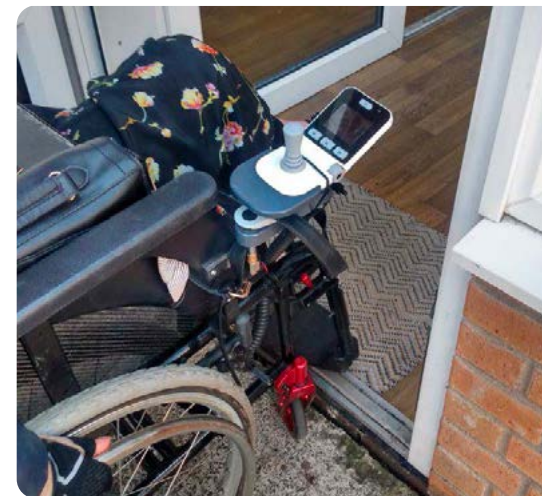


Figure 15



## Recommendations

### Priority 3:

Increase the size of the entrance sign and lettering

### Priority 1:

Tactile indicators need to be added to the drop curb

### Priority 4:

Paint on the transfer bays on the accessible parking space

### Priority 1:

Extend the length of the accessible parking space

### Priority 2:

Remove entrance mat or install an entrance mat this is flush with the floor

### Priority 2:

Install a threshold ramp (so that entrance is level with floor).

### Priority 3:

Lower the intercom so that it is positioned 1200mm from the ground



## Reception Area

We were unable to locate an induction loop in the building. The reception area is spacious and welcoming. There is a good mixture of

seats (some with arms and others without arms). There was good spacing between seating areas.

**“It was spacious, and you didn’t feel cramped. Plenty of space between the seating”**  
– Advisory Board Member

**Figure 16**



**Figure 17**



**Figure 18**



The advisory felt that the atmosphere at the Brislington Centre was relaxed and friendly:

**“Nice atmosphere and the staff are very friendly”**

**“Places like this normally feel quite clinical and this place does not feel clinical”**

**“Very safe and secure. Everyone had to check in and out which was done by taking a photo”**

## Kitchen

There is an adjustable counter in the kitchen, which can be used by Wheelchair users and people who use a mobility aid. The adjustable counter was well received by members of the Advisory Board.

**Figure 19**



## Pictures

There were visual references on the walls, doors and the fridge, which the Advisory Board liked and found useful (in particular the Road to Independence)

**Figure 20**



**Figure 22**



**Figure 23**



**Figure 24**



**Priority 3:**  
Add an induction loop

## Staircase and upper floor

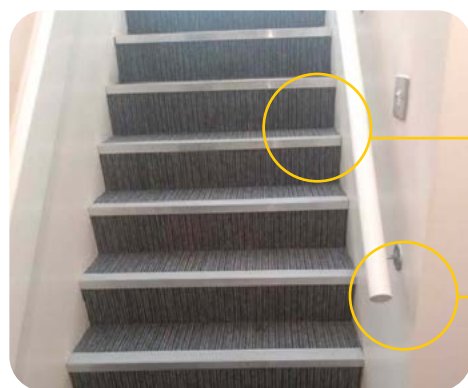
The bedrooms are situated on the first floor and there is one bedroom on the ground floor. There is no lift installed in the building. The route to the second floor is not accessible for wheelchair users and/or people who use mobility aids.

The rise of the step 190mm which is slightly above the recommendation of 150-180 mm.<sup>31</sup>

The nosing of the steps was colour contrasted. There are no tactile surfaces to indicate the top and the bottom of the stairs.

There was an intermediate landing which a member of the Advisory Board did use to rest. The handrails were mismatched and were hard to grip onto. The handrails also did not match and were the same colour as the wall.

**Figure 19**



No colour contrast with wall.

Mismatched handrails

## Doors

The width of an average door in the Brislington Centre was 700mm. The Advisory Board identified three doors that were larger and had a width of 800mm. These were the two doors situated at the bottom of the main staircase and the door leading to an

accessible toilet. The recommend opening width for a door is 900mm. The doors were painted green which contrasted with the cream walls. The door handles were at an accessible height and contrasted well with the door.

## Upstairs corridor

The internal corridors were well lit (three dome shaped lights). The internal doors are green and contrast well against the cream/white walls. The vision panel in the upstairs hallway is at a

wheelchair accessible. The corridor is wide (1120mm in width). There is no lift in the building, so we were unable to check if the upstairs corridor was wide enough for a wheelchair to travel down.



Figure 19



## Recommendations

### Priority 1:

Change handrails so that they match, visually contrast against the wall and are easier to grip.

### Priority 3:

Increase opening width of all doors to 900mm

### Priority 4:

Add tactile indicators at top and bottom of the staircase



# Working Group 1 - Recommendations

## Working Group 1: Recommendations<sup>33</sup>

### Website

- Building access information should be clearly stated on the website. For example, the website could confirm that there are accessible toilets and/or changing places.
- The website should also provide clear information on how to travel to the Independent Living Environment.

### Doors

- The standard opening width of the door should be a minimum of 900mm (inside and outside) and vision panels should be at an accessible height.
- Automatic doors are helpful and should be installed wherever possible.
- Door handles should be positioned 1400 mm from ground level

### Accessible Car Park Spaces

- There should be more accessible car parking spaces for disabled people visiting the Ashley Down Centre. This should be 5% of the total spaces available.<sup>34</sup>
- The Accessible Car Park spaces should be clearly marked, including the transfer bays to ensure that disabled people have room to exit from their cars (whether from the side or back). The accessible car park spaces should meet regulations.

### Car park

- There should be more car parking spaces for visitors and staff (in comparison to what is currently available at the Brislington Centre).

## Wayfinding and journey to entrance

- The route to the entrance should be flat with a few corners as possible. Tarmac is a good, accessible surface.
- Install tactile indicators whenever there is a drop curb leading into a road.
- Signs should be well-placed to support wayfinding.
- Font size on signs should be large and easy to read.
- Lettering should contrast well against the background.

## Stairways and lifts

- The new building should have a lift so that the upstairs floors are accessible for wheelchair users and/or people with restricted mobility.
- The rise of each step on all stairways should be at an accessible height and handrails should be continuous on either side.
- Tactile surfaces should be installed at the top and bottom of stairs.
- The nosing on each step should be colour contrasted.

## Doors

- Make sure the entrance is level with the path or install a ramp.
- The entrance mat should be flush against the floor.
- Doorbells and intercoms should be positioned 1200 mm from the ground

## Induction loops

- The new building should have an induction loop.

## Kitchens

- Adjustable kitchen counters are great for accessibility and should be included in the new building.

## Reception/lounge areas

- The lounge and/or reception should be big enough for a wheelchair user to navigate.
- There should be a mixture of different chairs available and height adjustable desks/surfaces.



# Conclusions

## **Conclusions**

Karl, Tiana, Charlotte, Evelyn and Rob would like to thank you for taking the time to read their report. Our goal was to present the views of young Disabled adults and provide information on how to make the new Independent Living Environment accessible.

We hope that we have achieved our aim and that you consider the findings of this report carefully.

Our volunteers produced this report over the course of a year in their spare time, managing personal

commitments, work, studies and community work/volunteering with other organisations.

Karl, Tiana, Charlotte, Evelyn and Rob were happy to volunteer however our ultimate goal is for disabled people to be viewed as equal partners, remunerated for their time and to be involved in projects from beginning to end.

If you are interested in working with WECIL further, we have provided information about some of our existing groups and teams below.<sup>35</sup>

### **WECIL's Access and Inclusion Team**

[kinny.chinangwa@wecil.co.uk](mailto:kinny.chinangwa@wecil.co.uk)

We use our experience as a Disabled Peoples User led Organisation to help you

improve the accessibility of your business or organisation

### **The Listening Partnership**

[outandabout@wecil.co.uk](mailto:outandabout@wecil.co.uk)

A regular forum group for Disabled young people in Bristol aged 13-19 years old, or up to age 25 for young people with learning disabilities. Young people are encouraged to have their say and learn about their rights, with guest speakers and

workshops across a range of topics. The group is also regularly consulted by the local council and involved in projects with other local organisations.

You can hear more about the Listening Partnership [here](#).

### **Know Your Rights (Peer Advocacy Group)**

[cora.fern@wecil.co.uk](mailto:cora.fern@wecil.co.uk)

Peer advocates support people with similar experiences to have a voice on the things that matter to them.

This could be things like getting a job, finding a place to live, looking after your health and much more.



# Appendices

# Interview Transcript

HN and a member of the community wanted to share why they chose not to go to the Brislington Centre.

## **Why did you visit the Brislington Centre?**

I wasn't that interested in it. My Dad suggested it to help me live independently.

## **What did you like about it?**

Not much.

## **What didn't you like?**

It reminded me of a hospital. A bit bleak. The only colourful bits were the bedrooms where people could bring colourful things from their homes.

## **Was that the only reason why?**

There was also the fact that I would be cooking for everyone there.

## **What about the pods?**

I didn't get to see the pods.

## **If you had the chance to view the pods, would that change anything?**

No because I wouldn't have been able to see my Mum that often.

## **Would you have any suggestions for improvement?**

Make it more welcoming. Like you're stepping out of one home into another.

## **What does "more welcoming" mean to you?**

Make the place more cosy, more relaxed. Like say if people want to do their own thing. They don't have to be talking to people they don't. Wanting more personal independence. People should have choose if they want to do an activity or not. Not everyone wants to do an activity once a week.

# Interview Advert - Rainbow Project

## Interview participants needed!



### Interview

We are looking for disabled young adults to take part in a short interview.



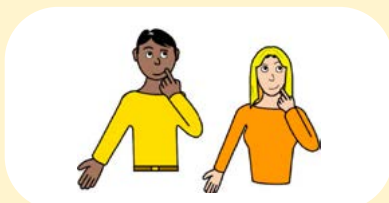
### Gift voucher

You will receive a £10 voucher for taking part.

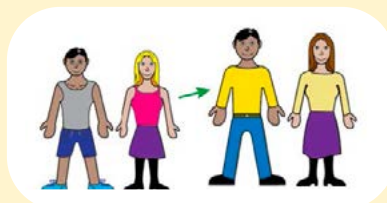


### Research

We are doing a research project about bedrooms



We are Rob and Evelyn. We are volunteers for WECIL. We are working on a project for Bristol City Council.



We want to hear from young disabled people aged 17 to 25. We also want to hear from people who have a learning disability.



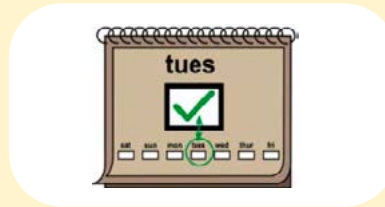
### Video call

We will interview you online on Zoom



### Bedrooms

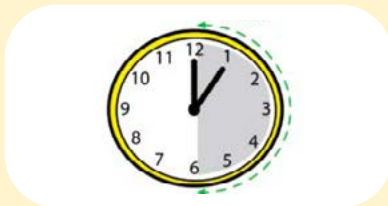
We want to learn about what makes the perfect bedroom



We plan to hold the interviews on a Tuesday afternoon. We can change the time and date if you cannot make it.



If you would like to take part in the interview you can contact Hannah by email or by phone.



### 30 minutes

The interview will last for 30 minutes



### Email

You can email Hannah at: [youth.board@wecil.co.uk](mailto:youth.board@wecil.co.uk)



### Telephone

You can call or text Hannah at: 07849 509528

## Advisory Board Advert

### Young Adult Advisory Group – The Rainbow Project

We are looking for young adults aged between 17-25 to join our Advisory Board.

Our Advisory Board are working together to support the building of a new Independent Living Environment.

We want to make sure that the new Independent Living Centre is a place where disabled young people will be comfortable and feel as though they are at home.

We want to support young disabled people to live independently.

Our charity is led by disabled people, and we believe that Disabled people should be involved in making decision that will affect their community.

We would like to hear from young disabled people who live in Bristol, South Gloucestershire, Bath or Somerset.

#### As a member of the board, you will:

- Meet new people
- Learn communication skills
- Your voice will be heard
- Your opinions will be heard
- You will learn about Disability Equality

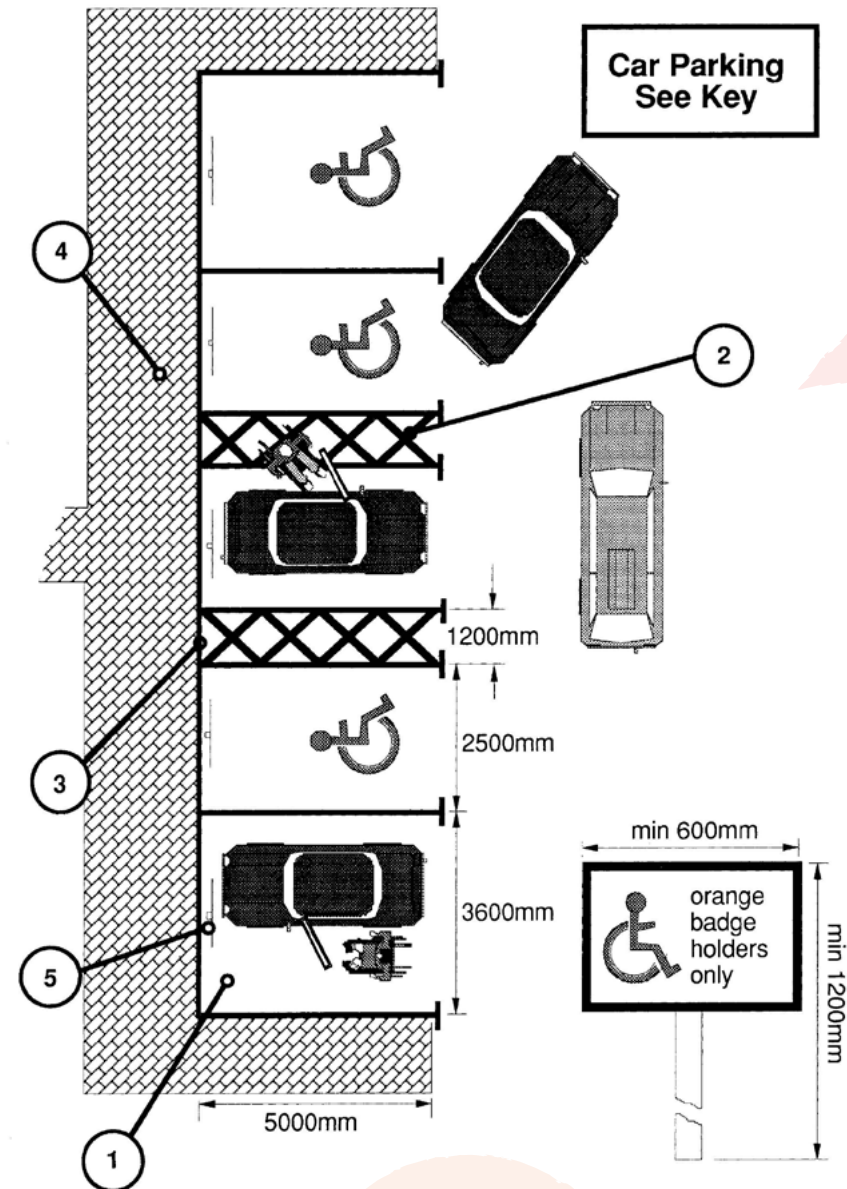
#### How can I join?

You can complete our online application form:  
<https://forms.office.com/r/HRdGdJ9eUJ>

You can email Hannah at [youth.board@wecil.co.uk](mailto:youth.board@wecil.co.uk)  
You can call or text her on: 07973686001

## Accessible parking bay key

- The width of 3600mm is required because wheelchair transfer may be needed from the drivers or the passenger's side
- The length of 5000mm is required because some people store their wheelchair in the boot of the car
- A wheelchair transfer zone shared between two bays
- Totally level access from the front of bays is to be encouraged
- Footpaths should be provided to the front of parking bays, so that bay users do not have to move behind parked vehicles and into the flow of traffic. This is especially hazardous for wheelchair users where they may be below the line of other motorist's vision.
- Where level access is provided to the front of bays, signs can be used to prevent vehicles from overrunning parking space.





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## Get in touch

**The Vassall Centre,  
Gill Ave, Fishponds,  
Bristol, BS16 2QQ**

**Tel: 0117 947 9911**

