



**Accommodation & Catering
Accessibility to Disabilities**

A guide for the Hotel and Catering sector and
the service they offer to disabled customers



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PROLOGUE

The Accommodation and Catering Accessibility for Disability (ACAD) project has been funded with support of the European Commission under Lifelong Learning Program, Leonardo da Vinci Program - Transfer of Innovation.

The goal of ACAD is to improve the vocational education and training of hotel and catering staff and management so they can be prepared to offer the same quality of services to clients with disabilities as to other clients. At the same time it is intended to make them more competitive in the European labour market and remove the barriers to employing people with a disability. Both European and national legislation of many countries fight against discrimination of people on the grounds of disability.

ACAD focuses on the dissemination of training methodologies which have been successfully implemented in its various partner countries. This is sure to have a positive influence on the vocational qualifications offered by the hotel and catering sector – helping to develop these, and enhancing opportunities for people with disabilities to work in this sector. Co-operation between the various partner organisations will improve the free exchange of information, broadening skills and expertise across the board, and promoting European co-operation. Ultimately, we aim to standardise a certification process that will be set in place cross-nationally, leading to a more consistent approach to competency development.

1. Introduction

This manual was elaborated to fulfil the Accommodation and Catering Accessibility for Disability (ACAD) project.

The main goal of this manual is to help you, hotel and catering staff and management, so you can be prepared to offer the same quality services to clients with disabilities as to other clients.

Do you know how to serve a visually impaired customer?

Do you know what the clock system is?

Do you know how to get the attention of a person with hearing loss?

Can the person using a wheelchair with an assisting dog enter your hotel or restaurant?

Should you finish the sentences of someone who stutters?

You can find answers for these questions and more inside this manual. The manual will guide you through different disabilities and provide advice and support as to how to deal with each. To know more about each group of disabilities you can go to Annex 1.

Finally, it's important to know that sometimes a person will have more than one disability and you will need to recognise and understand this.

Enabling a Person with ...

It's important to treat a customer with a disability in the same way as you treat anyone else they may require a different approach and support, more time and attention but should receive the same quality of service.

1. Hearing loss



The main problem for a person with hearing loss is the communication process. It's our duty to help and assist the best way possible.

1.1 Physical accessibility

- People with hearing loss usually don't have problems accessing places;
- It's important to have information visible for them so they don't need to ask for indications, for example, leaflets in bedrooms with all information regarding schedules and hotel services are important and also information signs on the walls, with clear visual directions to the main places in the premise such as toilet, reception, restaurant, internet access, etc.

1.2 Communication

- This type of customer should be approached in a natural way, without fear. Any fears or blocking may paralyse both the employee and the customer. In this case, the person with hearing loss may withdraw from the established contact and abandon the conversation;
- Perception of information by those persons is carried mainly by vision, but in some cases, also hearing is used. Breaking eye contact or other factors that interfere with it, such as a passing person or additional background noise can disrupt or break up the communication process;
- Make sure you have the person's attention before you start communicating and always ask if they need to lip read you;
- Before starting any conversation you must be sure that the customer is looking at you. If not – you can attract their attention by gently touching their hand, waving in their direction, or by "blinking" the light in the room. When waving your hand it is only done through vertical movement of the hand to draw attention to a person who is a certain distance away or standing sideways to you. A light pat/touch on the hand or arm of the customer is a signal to call their attention. A pat in another part of the body is inappropriate. A person with hearing loss who is touched around the neck can take

this behaviour as aggressive and offensive. A flashing light is an effective method with a larger group of people. This action is clearly identified by them as a form of drawing attention;

- Sending a signal from a mobile phone reception or event organiser to a person with impaired hearing is one way to get in touch with the person located in another room, if they are out of sight, or in a noisy environment;

- A light slap of the table surface with an open palm is a method to establish eye contact when someone with hearing loss is eating a meal. It is due to vibrations transmitted by the surface that signals to pay attention. However, a light, double slap with closed hand on the table at the beginning of the meal among people with hearing loss means "have a good meal";

- You should speak clearly with a normal or slightly increased intensity of voice in a normal or slightly slower rate. Do not scream, slow down the speaking rate too much, or articulate because it changes your mouth movements. Shouting can also be painful for some people. During communication you should avoid covering your mouth with a hand, chewing gum, turning away, looking in a direction other than the customer, etc. heavy facial hair may also prevent or hinder the client from understanding speech;

- It is important that when you communicate your face is well lit, making it easier for the person with hearing loss to read the speech

from the mouth and facial expressions. However, please remember that not each client is able to read lips. Do not step into the sun. It is better to face a window or artificial light. Sight should be directed to the speaker's face in order to maintain contact;

- If one or more hearing impaired clients are accompanied by a sign language interpreter, you should address directly to the guests, not the interpreter. You need to give time to the interpreter to finish transmitting the information so you can proceed speaking or showing some written information or papers to fill in; it is often best to allow the interpreter to finish interpreting before you continue talking.

- The statements addressed directly to a deaf or hard of hearing customer during an individual or group meeting should be short and concise. If the statement is not understood, it should be repeated using the same words because sometimes the person just misunderstood only one word. If they do not understand you then you should try and rephrase or use other words. Sentences should be short, simple, using common words - without the use of difficult vocabulary - supported by natural gestures.

If your attempt to make verbal contact proves to be unsuccessful, try to communicate in writing, also using short and simple sentences;

One should remember that for deaf people who use sign language verbal language is a foreign language. The sign language of each country has a different structure and grammar than the national

verbal language. It is also good to remember that there is no one international sign language. Each nationality has its own.

- If a client with hearing loss speaks, but you cannot understand them, then you should give them a piece of paper and something to write, saying "please write it," and making a gesture of writing.

However, if you understand part of the speech you should encouraged them to continue - without correcting and interrupting. You can ask them to repeat anything you did not understand.

- It may happen that a person with hearing loss does not understand our speech, and will pretend that they understood. They sometimes will not ask for repetition. It is worth asking if everything is clear and repeat it again if needed. In this situation, do it very gently, without hurting the customers feelings or making them feel awkward. You can ask the customer to repeat what they just said, for example, "The reservation is for 4:00, how many people did you say?"

1.3 Assistance

- The customer with hearing loss may have problems understanding the text, filling a form, an application, etc because of difficulties understanding complicated phrases. Then they might need help with it through using more simple language to explain parts of the text.

- Customer with hearing loss may use different hearing-assistive devices: hearing aids (BTE, the Ear), cochlear implant, FM system

(for more detailed information search index A). Please note that these are only hearing-assistance devices, which do not necessarily restore hearing;

- You should inform the customer if your hotel or restaurant, is equipped with any sort of hearing-assisting devices - such as sound-induction loop, ordinary headphones, e.g a concert is taking place or the possibility to benefit from sign language interpreter; it is useful to display signs stating what hearing-assistive devices you have.

- You may wish to place the hotel rooms of those customers with hearing loss by the reception. This will make it easier for hotel staff to inform and evacuate those with hearing loss in the event of an emergency. It is recommended those rooms are equipped with devices such as alarm lights or a videophone.

1.4 Emergency

- Concerning the safety of a guest with hearing loss, emergency signals with lights should be provided along with regular audio ones in all areas of the hotel. The evacuation routes should be explained to the guests on arrival in the event of an emergency.

- When preparing instructions regarding evacuation, together with relevant information, it is worth to remember to write them in plain language, using illustrations.

2. Visual



People with visual impairment are a very diverse group and their level of sight will vary. You should remember to always ask if help is needed and if so what kind of help, a person's sight and the assistance they need may differ depending on the circumstances, such as lighting or weather conditions.

The main problem for people with sight loss is a lack of access to visual information such as graphics, gestures, facial expressions, etc. Many visually impaired people are well rehabilitated and independent but in new surroundings they might have problem to orientate themselves and move around.

2.2.1. Physical accessibility

- Clearly marked buildings and signs facilitate movement, and thus finding the destination is easier. Therefore, it is worth remembering about good lighting in the building, in particular in hallways, elevators, staircases. Also ensuring appropriate contrasting colours of different signs (on the stairs, in the premises), facilitates the movement and orientation of all guests not just those who are visually impaired;

- Different types of flooring, with different textures (carpets), also help with orientation especially in large open spaces, such as a reception area or restaurant.
- Objects projected from the walls particularly at head height and half open doors might be especially dangerous for visually impaired customers.
- Staff should be careful not to leave objects in hallways, doors halfway open or windows that open into the building and may become a hazard.

2.2.2. Communication

- You should always inform the visually impaired customer about the object (e.g. plate of food or glass) placed in front of her/him and its location (you can use a description based on the clock face). For example, the wine glass is at 2.00 o'clock and the bread is at 9.00 o'clock. In the same way the location of other objects can be described e.g. the location of items in a hotel room or on the table.



- When you establish contact with a visually impaired customer, you should ensure they know that you are speaking to them, e.g. by using their name or by lightly touching their hand or arm;

- People who are visual impaired often use the Internet, so as well as ensuring your website is accessible it is worth providing on your website as much detailed information as possible about available services, equipment in rooms, restaurant menu, locations, and travel arrangements (including public transport) that they could access.

- When you create a web page, you should make it clear and accessible for people who have different limitations. The accessibility of a web page can be ensured e.g. by compliance with standards such as Web Content Accessibility Guidelines developed by the World Wide Web Consortium <http://www.w3.org/tr/wcag20>;

- Many visually impaired people can access information by email or through the internet. Before sending any information electronically to a visually impaired person check their preferred format to receive information and whether their computer and the software is capable of accessing documents. You also need to ensure that any documents you do send are accessible and do not just contain graphics or images. If in doubt you should ensure any emails sent and documents are in plain text.

- Printed information that is laid out well and that uses an appropriate font and font size can often be accessed by a person who is visually impaired. If you are designing information it is recommended that a sans serif font, such as Arial, is used. Font size 14 is technically known as 'clear print' and is accessible for many people who are partially sighted. It is also important that the text has a clear layout, printed on a monochrome and contrasting background;
- If you can print a document on request, ask the guest if they have a preferred font size;
- To simplify written communication remember the three B's: Big, Bright and Bold:
- Big: Information and signs need to be readable (minimum 14 point size), placed in a logical position (such as eye level) and adequately lit;
- Bright: Contrast is the vital factor when considering lighting in an environment where a blind or partially sighted person may be. Good lighting enhances contrast whereas poor lighting reduces it. In addition to lighting considerations it is also important to reduce glare and reflection. For example, with printed materials there is greater reflection of light from glossy finished papers, unlike those with a matt finish. Computer screens placed opposite windows can also

result in glare and therefore the screen becomes unreadable. Many visually impaired people prefer greater levels of lighting than a sighted person would normally use and the light levels between rooms and corridors should be consistent. Additional lighting can be used to improve conditions as necessary. Daylight fluorescent tubes can often be of most benefit to those who need increased light, providing they are fitted with a diffuser. Floor level lighting can cause perceptual problems for some partially sighted people. Spotlights do not produce evenly spread lighting, which can lead to shadows. Careless positioning of the light source may also lead to glare, and inadequate lighting makes reading difficult. Natural daylight is a preferred source of light for some blind and partially sighted people. Therefore, curtains (including nets) should be pulled well back for those who need good light. Furniture should also be moved, if necessary, to maximise daylight. For some visually impaired people task lighting can be useful. Task lighting is used to provide additional lighting for certain tasks; often this can simply be an extra lamp on a desk.

- **Bold**: This refers to colour and contrast. Visually impaired people tend to see pastel colours as rather similar shades of grey. As a result it is more important to think of tonal contrast rather than different colours. Sharp contrasts in colours are much more likely to be noticed, although the colours seen may not be the true ones. However, some blind and partially sighted people may find very bright colours too bright, so it is always best to ask them.

- Some practical examples of the use of colour to provide greater contrast include serving meals on dishes that are a contrasting colour to the food, in order to make them easier to see and eat. Also, to make steps more accessible, a highlighted strip at the front edge of each step will indicate the position of the steps in direct contrast with the floor covering or carpet. You may notice that some steps have a yellow nosing on them. This is partly because yellow provides a good contrast with the step, but also because yellow is the last colour you lose when you lose your sight.

- Braille is an essential mean of communication for those who read it, but the majority of people who are blind or partially sighted cannot read it. However, if you provide Braille information to your clients, you must remember that Braille documents should be stored and handled with care, so that the imprint on them is not damaged. Please remember that Braille is the tactile alphabet and not an international language and so you need to ensure the visually impaired person can read Braille in the correct language to the country they are in.

2.2.3. Assistance

- People with visual impairments are a very diverse group, so it must be remembered that the type of assistance required should be adapted to a specific customer needs;

- We must recognise the diversity and complexity of the needs of visually impaired people, and when we are unsure of what those needs might be, we should not be afraid to ask people directly. It is far less offensive to ask someone a question in order to increase our understanding than to make an assumption about them;
- Give tactful advice where appropriate; ask what help is needed and don't assume that people can't manage to do things for themselves;
- Identify yourself (name and job position – e.g. “It's John, the waiter. What can I do for you?”) to people who are visually impaired and always address the customer directly and not the accompanying person. Say when you arrive, who you are and when you are leaving;
- Explain where you are or where things are precisely. Use the clock face technique to describe where things are if the visually impaired person uses this method;
- Newly arrived customers should be offered a description of the location of the most important points in a hotel or restaurant: exit, reception, bar, lifts, etc. It is also worth to inform them of the reception phone number;
- Describe the room equipment the devices and how to run them such as air conditioning, telephone, remote control, present

bathroom facilities, inform about paid and unpaid content of the mini-bar, etc. Don't forget that is also important to describe the products in the bathroom;

- It is important that staff do not alter the position of objects in the guest's room, both private (belonging to the guest), and movable equipment of the room;
- Don't leave obstacles in the way in walkways and corridors, or leave doors open;
- If a person with a visual impairment is a regular guest at the hotel or restaurant it might be worth to offer the same room or table;
- When you give an object (e.g. document or key) tell the person first then place the object in his/her hand or when the change of money is handed to a visually impaired person in the reception or restaurant it is best to put it on a plate or other backing, in order to facilitate its collection;
- When a person with a visual impairment is given a form to fill in at reception or a menu in a restaurant, make sure that it is possible for them to read it. Assistance in such a situation might be sometimes needed. In that case you should carefully read the contents of the document unless the person decides otherwise;

- A visually impaired person can usually sign documents independently and just the space for the signature must be indicated. This can be done by placing the pen on the beginning of the space for the signature or placing the customer's finger just below the beginning of the space for signature. The other very simple tool to indicate the right space for a signature is a little frame. This is normally a small card with a rectangle hole which should be placed on the space for signature. The customer can easily feel it." The picture of example frame can be used here.}
- Visually impaired customers may not be able to independently serve themselves from the buffet, so you should offer to help them - present the dishes, and then place the items selected by them on a plate;
- There are different types of canes, with different meanings. The symbol cane is used to let other people know that the person has a visual impairment and often will have some useful sight. The guide cane and the long cane are also used with people with some useful sight but often these canes are used for guiding;
- If there are colours on the cane then it may signify that the user has both a visual and hearing impairment. (for more detailed information search index A).
- When guiding a visually impaired person you should offer them your arm. They will be half a step behind the guide. You should always inform them about narrow passages, stairs, objects sticking

out at head height and other obstacles. It is worth to inform about characteristic points passed;

- A seat should be indicated by placing of the hands of the visually impaired person to its backrest or by placing the guide hand (the arm the person is using for guidance);

- As you approach a step, pause and say “step up” or “step down”. If the steps or stairs have a handrail or banister, explain this and assist the blind or partially sighted person to use it if they want to. When you are on level ground again, take a step and then pause, this will give your customer time to complete the step behind you. There is no need to count the steps but you must highlight when approaching the first and last step;

- In a busy crowd, or confined space, you will sometimes need to walk in single file. To indicate that you need to walk in single file, move your arm around to the centre of your back, still keeping it straight. This will extend their arm to allow enough distance to walk comfortably - when it is no longer necessary to walk in single file move your arm back to its original position to resume walking side by side;

- A person with a guide dog can enter into any public place. However this does not mean that a guide dog can run around without care. If this happens, you should notify the owner. Remember also that you always speak to the owner in every matter

concerning the dog, any actions towards the dog should not be undertaken on your own (You should not give the dog commands, pat it, or give it anything without the permission of the owner);

- When leading a blind person moving with a guide dog, you usually go in front of that person, showing the way;

- If a blind person is accompanied by guide dog, you must remember and take care also of its needs after consulting it with the owner, e.g. giving a bowl of water, a blanket for the dog to rest or explaining the nearest available place, where the animal can be taken for a walk;

2.2.4. Emergency

- It is important that the guest with a visual impairment receives basic information about a potential emergency situation in an accessible way e.g. by indicating an emergency exit, a stairway, giving the emergency number;

- It should be noted that in an emergency, the blind or visually impaired person may need the help of another person.

2.3 Mobility



Such disabilities can present in a variety of ways and may vary considerably in severity. It can be difficult for someone with a mobility disability to move around and/or operate items such as controls or the telephone. Some people with mobility disabilities need mobility aids like wheelchairs, walkers or canes to move freely and safely.

2.3.1. Physical accessibility

- The condition for using hotel and catering services on equal terms for people with mobility disabilities is free access to the object, i.e. entrance without barriers (stairs). If, however, there are such barriers, you can provide access to the facility to these people through: a ramp, installation of stair lifts or providing a portable rails on call, automatic opening/closing doors;
- It is important that the passageways in the building do not have thresholds/steps and other obstacles limiting free movement. You should also avoid coverings on them as well as carpets and rugs, which specifically impede the free movement of both people in a wheelchair, as those using crutches or cane;

- Many of the reception rooms and customer service points are equipped with high counters. The optimal situation would be if while designing the space, planning renovation, or modernisation, two heights for these counters were provided. If this is not possible, then when dealing with a client in a wheelchair you should go in front of the counter, so that establishing eye contact becomes possible;
- Where possible, do not use heavy fire doors (in hallways, rooms, toilets), as they prevent independent movement of people with mobility disabilities;
- In a restaurant, you have to make sure that the access to the table does not pose a problem (too narrow passageway, rolling up rugs, slippery or damaged floor, etc.);
- Emergency buttons (e.g. in essential locations: in front of the stairs, heavy doors, bathrooms, etc.) and items for direct use (e.g., towels, soap, etc.) should be placed in reach of a person in a wheelchair;
- The hotel should have the possibility to use a mobile hydraulic lift when it is necessary, through which a person with a mobility disability is transported from wheelchair to bed or shower. Hotel staff should receive appropriate training to operate this equipment, whether it be a permanently in the hotel or rented.

2.3.2. Communication

- Eye contact is an important issue as for any other clients but it is especially worth remembering when communicating with a person in a wheelchair;
- If a person with a mobility disability has additional problems with pronunciation, they should be given more time and attention, maintaining eye contact with them. If you have difficulty in understanding, you should propose another form of communication, such as written;

2.3.3. Assistance

- Customers with a mobility disability are the same as anyone else; they should not feel that they are treated less favourably because of their disability.
- It is important to always agree the manner of assistance and support, before giving it to a person moving in a wheelchair, on crutches, a cane, etc. Inadequate assistance may be not comfortable for them or even constitute a threat to them;
- You should always address the person with a disability directly in asking about the type of assistance needed, and not to the person accompanying them unless asked to do so;

- If a person with a mobility disability is accompanied by an assisting dog. In accordance with the law, it can enter all public places. You must than agree needs of the dog with the customer;
- If it is not possible to implement appropriate facilities, you should offer assistance, agreeing its scope with the person, e.g. rearranging room furniture if needed or seeking another entrance into a building.
- In a restaurant, if the table was not previously booked, please ask your customer where they wish to sit. Automatically assigning a customer to a place designated as a section for disabled person, in a situation where there are many free tables could be discriminatory.
- You should discreetly ask the customer whether and what kind of help they need in the course of the meal/buffet, especially when the customer has a disability with their hands, for example by cutting products, providing a straw for drinking, serving of tea or coffee in a light dish in small portions, the possibility to serving a cup of soup;
- In every hotel the kind of room and bathroom adjustments for people with disabilities will be different and therefore the hotel should discreetly ask if the person needs to see the facilities together with a staff person in order to determine the extent of

assistance needed. This type of question should be asked even in situations where a disabled person is not alone;

- The hotel should ask if the customer does require support, such as whether they require assistance in moving from wheelchair to bed, shower, to contact their doctor in the case of sickness, or notifying a specific person in such cases. This should all be done with tact, courtesy and discretely.

2.3.4. Emergency

- It is important that the guest with a mobility impairment receives basic information about a potential emergency situation in an accessible way e.g. by indicating an emergency exit, a stairway, giving the emergency number;

- It should be noted that in an emergency, a mobility impaired person may need the help of another person.

2.4 LEARNING



People with a learning disability can have difficulties in communication and understanding. Therefore it's important to understand what support and assistance the person needs so the service can be tailored to them and the necessary measures can be taken.

2.4.1. Physical accessibility

- It is good to mark the place / building with commonly used characters (pictogram): information, elevator, elevator access (direction), stairs, toilet, telephone and in hotel rooms - phone, contacts, taps, toilet and garbage bin. This will facilitate the movement and use of services not only to people with a disability but to all customers.

2.4.2. Communication

- You should always address the people with a learning disability directly, and not the people accompanying them;
- You should not address adults with a learning disability directly as if they were children, even if they present themselves only by name.

- You should avoid talking about people with a learning disability as "mentally disabled", although the term is still used in science – psychology or medicine. Similarly, it is no longer acceptable to use the terms "retarded", "delayed in development" because they are negative in a social environment;
- Some adults with a learning disability cannot count, determine the value of money, their purchasing power, and often are not even aware of the denomination. Therefore, you must take into account the fact that you will have to explain the value of the transaction to a person with the disability in a manner broader than to other customers, using examples. For this purpose, you can use the reference to basic food products, or after establishing it with the person, the value of goods recently purchased by them, for example this pen costs the same amount as 5 loaves of bread.
- During the conversation, you should use well-known words and any complex or difficult words should be explained;
- Due to central nervous system damage, some people with a learning disability have additional (multiple) disabilities, including motor problems, problems with pronunciation, problems with hearing and sight. If the customer speaks indistinctly, you should ask for repetition, try to prompt a word, making sure that you use the correct one;

- You should speak clearly to the customer, facing them, so that they can see your mouth;

- In the development of printed materials (forms, rules and regulations for use in hotel rooms, instructions, menus) during the construction of the text, a text format should be used, known as "easy to read". This will facilitate the use of services not only to customers with a learning disability, but also to other customers;

- The text should at least meet the following standards:
 - A. black print on white background (or possibly on another contrasting, for example, sunshine yellow. Background - overlay - cannot have patterns, for example, it cannot be a photograph);
 - B. the print font is not a serif font (it could be e.g. Arial or Tahoma - as opposed to a serif font as Times New Roman or Garamond);
 - C. the font size is at least 14 points;
 - D. wider line spacing is used;
 - E. font is not compressed, spaces are not reduced;
 - F. text is divided into smaller paragraphs;
 - G. sentences are short;
 - H. do not overuse CAPITAL LETTERS;
 - I. do not use underscores
 - J. do not use abbreviations (e.g. tel.) or acronyms (RTV, SI, PZMot).

- While developing a restaurant menu, it is good to follow the above tips and illustrate a dish name with picture; this would be useful for all of your customers.

2.4.3. Assistance

- A customer with a learning disability is the same as any other customer. Due to the nature of their disability the customer may require specific approach and support, such as repeating directions or explaining information several times.

- A customer with a learning disability does not always need assistance in all activities, it is often best to ask if help is needed in specific situations, defining precisely the scope of assistance;

- Some people with a learning disability are unable to read or write or are able to do so to a minimal extent (for example, they can sign for themselves, write their name and surname). If you expect the customer to fill out a form such as at a hotel check in, you should ask them if they need help, and after approval complete it for them if needed;

- The overprotection of some families of people with a learning disability can result in parents making decisions for them – such as choosing and ordering meals in a restaurant. This situation requires tact, courtesy and delicacy by staff: it is good to know the view and

opinion of the interested parties, but you should not interfere too abruptly with the normal family customs.

2.4.4. Emergency

- It is important that the guest with a learning disability and/or anyone accompanying them receives basic information about a potential emergency situation in an accessible way e.g. by indicating an emergency exit, a stairway, giving the emergency number;
- It should be noted that in an emergency, a person with a learning disability may need the help of another person.

2.5 Speech



The main problem for people with a speech impairment is communication. They have difficulties regarding the way they speak and so it is very important to use different means of communication.

2.5.1. Physical accessibility

- It is good to clearly mark the place / building so a person with a speech disability does not need to ask unnecessary questions for directions.

2.5.2. Communication

- Customers with a speech impairment are the same as anyone else; they should not feel that they are treated less favourably because of their impairment.
- In order to facilitate communication with customers with a speech impairment, you should as far as possible try to limit noise, loud music, crowd, etc. during the conversation. It might make more difficult for you to understand their speech;

- It is important that when you are dealing with these people you do not rush them, give them adequate time and attention. You should maintain eye contact with them;
- It is important to allow the customer to speak freely and not speak for them, do not correct them, and do not interrupt whilst they are talking;
- You should assist only when necessary – maybe by prompting a difficult word, but you should try to do it as seldom as possible;
- In there is a misunderstanding of an expression used, you can ask for the customer to repeat the unclear part. In a particularly difficult situation, you can ask the person a question requiring a short answer, or merely a head movement, expressing approval or rejection. If this form is not sufficient, you should try non-verbal communication such as writing;
- To ensure a proper understanding of customer orders or requests, it is worth reading and repeating it once again and observe the reaction of the customer. For this purpose you can use, for example a menu, asking questions and at the same time pointing to a dish in the menu or quoting the number of the ordered meal. The answer will most likely come in the same form, in order to ensure a proper understanding. It is much easier for a person with a speech impairment, than speaking out difficult names and this could be said of any of your customers.

- It is important to provide easily accessible information, including clear markings. This can greatly facilitate communication. Providing background information orally or in writing (leaflets, brochures, cards, bulletin boards) will allow the customer to have a ready answer for the majority of their potential questions, and will only need to ask about the details or if they require additional information.

2.5.3. Assistance

- People with a speech impairment may need the assistance of other people to enable them to make contact, for example by phone. A common situation requiring such assistance is ordering a taxi or verifying any information. This assistance should take place in the presence of the person who asked for it, to share the gained information and to enable a person with a disability to make decision when it is needed. It is important that after the conversation is over the complete information should be given to the person concerned;

- While offering help we need to make sure that we understood the request correctly, and we handle the matter in accordance with the needs of the customer. To do this, we should ask short, closed questions for clarification and requiring only short answers such as yes or no (verbally or through a head nod).

2.5.4. Emergency

- In an emergency, people with a speech impairment are unlikely to need assistance and require only relevant standard alarm signals (sound and light), provided that they clearly show the evacuation route.

Consulted documents:

ARANHA, Maria Salete Fábio, *Integração Social do Deficiente: análise metodológica*, Ribeirão preto, Vol. 3 N. 2, Universidade Estadual Paulista – Bauru, Agosto 1995.

CNAD – Cooperativa Nacional e Apoio a Deficientes. Manual de Turismo Acessível – Turismo para todos (reedição). Instituto Nacional de Reabilitação. 2003.

Rehabilitation and integration of people with disabilities: policy and legislation (7th edition) – Council of Europe Publishing.

CIF – Classificação Internacional de Funcionalidade, Incapacidade e Saúde – Organização Mundial de Saúde

Consulted web pages:

<http://www.inr.pt/>

<http://en.wikipedia.org/wiki/Disability>

<http://www.who.int/classifications/icf/en/>

<http://www.rnib.org.uk/>

<http://www.rnid.org.uk/>

<http://www.miusa.org/>

<http://nichcy.org/>

<http://www.intellectualdisability.info/>

<http://www.speechdisorder.co.uk/>

<http://www.asha.org/public/speech/disorders/>

Annexe A

1. Concept of *integration*

The concept of *integration* is related and what concerns us here are the concepts of rehabilitation, prevention and treatment of people with any kind of disabilities or incapacities.

Integration, or to be integrated, means social inclusion: that one can have effective exercise of **social human and citizenship rights**, which implies having the guarantee of favourable conditions for participation in social, economic, cultural and political life.

There are several **forms of integration**: social, medical and educational, as in many other fields.

The state is the first entity which has the obligation and the responsibility to give assistance to all forms of integration and disability prevention, developing policies, strategies and actions to ensure the citizens fundamental rights and to promote **equal opportunities** and quality of life for the people with disabilities.

It's essential that all can achieve accessibility to buildings, transports, services, products, communication, technology, culture and leisure. All sorts of barriers can be factors of social exclusion

which create discriminatory practices against people with some disability or incapacity.

One of the main goals of this manual is to improve attitudes and behaviours and make society aware of these duties ensuring that everyone can be citizens entitled to all rights. This information is essential for all the staff and professionals who are in the hotel and catering business.

Social integration it's a process that everybody has to undergo, to adapt social reality. If some citizens, seen as *different* people, are excluded from the development of society, then everybody is losing knowledge and important contributions to the community.

It's very important to promote political actions in order to make our legislation be "more than words", and to guarantee that disabled people can join as many society activities and quality of life they can.

2. What is disability?

The **World Health Organization** definition of *disability* reclaims that it is "a complex phenomenon reflecting an interaction between features of a person's body and features of the society in which he or she lives".

Disability used to refer to deprivation or want of some *ability*, which lack can make certain tasks more difficult or impossible. Nowadays attitudes are changing. In an inclusive society *disability* doesn't mean *disadvantage* because society is prepared to respond to diversity without any charge.

The medical model of *disability* sees it as a problem of the person, caused by disease, trauma or other health condition which requires an individualised medical care.

The social model of *disability* doesn't see it as an individual attribute but as a social created problem and some kind of conditions or obstacles – sometimes, somehow, created by society itself – to full social integration of individuals.

If the medical model requires healthcare policies, the social model requires social action, in order to promote the collective responsibility to make all the necessary environmental modifications required for the full participation of people with disabilities in all areas of social life.

For both models, the needs of people with disabilities must be properly considered as an integral part of the development process.

3. The main disabilities

The **International Classification of Functioning, Disability and Health (ICF)**, is a classification of health and health-related domains. The ICF acknowledges that every human being can experience some degree of disability and that it's not, therefore, something that only happens to a minority of humanity, recognising disability as a universal human experience. ICF takes into account the social aspects of disability and does not see disability only as a 'medical' or 'biological' dysfunction, including contextual and environmental factors on the person's functioning.

- Hearing



Someone with hearing disability can be deaf (with all degrees of hearing loss), hard of hearing (with a mild to severe hearing loss, who have lost their hearing gradually), deafened (who were born hearing and became severely or profoundly deaf after learning to speak) or deafblind (with partially or total vision and hearing loss).

There are two main types of deafness - Conductive deafness, where sound has difficulty passing through the outer or middle ear and Sensorineural deafness, where the cause of deafness is in the cochlea or hearing nerve.

There are many reasons why some people are born deaf or hard of hearing, or lose their hearing later. Sometimes people may lose their hearing temporarily and it comes back when they receive medical treatment. For others, deafness and hearing loss are permanent.

Causes of permanent deafness and hearing loss include -
Presbycusis – also known as age related hearing loss (it's the most common type of deafness and affects many older people), certain diseases such as mumps or meningitis, certain drugs or antibiotics called aminoglycosides, frequent exposure to loud noise, serious head injury, if a mother has rubella while she is pregnant her baby may be born deaf, if a baby is born prematurely or the mother has a difficult labour, medical conditions such as Ménière's disease, repeated infections in the middle ear (behind the eardrum).

(Include information about hearing devices)

- **Visual**



The term 'visually impaired' includes people who are blind or partially sighted.

Loss of sight can occur at any age. It is relatively common for someone to have more than one eye condition at the same time.

Understanding the practical effects of sight loss is more important than remembering the actual names of sight conditions.

The most common eye conditions are:

Age Related Macular Degeneration (AMD):

It's one of the most common conditions and it affects your central vision, which may become blurred or distorted and sometimes patchy, it may cause a blank patch in the centre of your vision. You may also experience difficulty reading print. The changes in vision can be gradual or sudden but other parts of the retina are not affected. The two main types of AMD are called "wet" AMD and "dry" AMD.

Glaucoma:

It is caused by an increase in the pressure of the fluid inside the eye, which can then damage the optic nerve. It causes either patchy vision or loss of peripheral vision, resulting in what is commonly called tunnel vision. You may be able to read print quite well, but getting around could present challenges.

Diabetic Retinopathy:

The retina, at the back of the eye, is made up of light sensitive cells that are fed by blood vessels. Diabetes causes these blood vessels to weaken and break, leaking blood into the eye. These blood vessels can become so damaged that they can no longer function and the light sensitive cells start to die. This condition often results

in patchy vision. It tends to progress slowly at first without causing any visual signs. Complications can set in, causing detachment of the retina, resulting in blindness. Some people with this sight loss retain some level of useful vision, which can vary from day to day depending on the person's state of health. Some people with Diabetic Retinopathy may also start to lose the feeling in their fingers and toes, which can restrict their mobility and access to information.

Retinitis Pigmentosa:

The common feature of this visual disability is a gradual deterioration of the light sensitive cells of the retina. Classically the outer fringes of vision are affected initially, causing an apparent lack of physical coordination and an inability to see at dusk. In other cases the central vision may be affected first, causing difficulty in detailed work such as reading and in identifying colours.

Cataracts:

This is a very common eye condition. As we get older the lens inside our eye gradually changes and becomes less transparent. A lens that has turned misty, or cloudy, is said to have a cataract. Over time a cataract can get worse, gradually making your vision mistier. Some children develop cataracts, called congenital cataracts, before or just after birth, but it's very different from adult cataracts.

Nystagmus:

Nystagmus is an uncontrolled movement of the eyes, usually from side to side, but sometimes the eyes swing up and down or even in a circular movement. Most people with nystagmus have reduced vision. Nystagmus that appears in the first months of life is called "early onset nystagmus" or "congenital nystagmus". This condition may also develop later in life when the term "acquired nystagmus" is used.

To help how to move and dislocate from places, some people with a visual impairment use canes, here are some information about the canes and the specifications that they can give you about their owner:

The white cane has a dual purpose in that it is an aid to mobility and acts as a signal to others. It gives a message that this person may need assistance. There are three types of cane:

- Symbol cane – is used to indicate visual impairment. It is lightweight, usually made of aluminium and therefore not strong enough to be used as a mobility aid;
- Guide cane– is held diagonally across the body to give protection. It is stronger than the symbol cane. The guide can is used for scanning obstacles such as steps, lampposts and street furniture and is adequate for people with some useful vision;

- Long cane— is a mobility aid that, when used correctly, will develop the user's confidence and ensure that they become a competent and safe traveller. The cane must be the right length. When standing upright the cane handle should reach the breastbone with the tip touching the ground. It may need to be longer if the user is a fast walker or has a longer stride. The cane is held from the centre of the body and moved from side to side to scan the environment in front of them. It will relay different textures and sounds to the user.

- **Mobility**



Mobility disabilities can stem from a wide range of causes and be permanent, intermittent or temporary. These disabilities involve mobility impairments, where people have difficulty walking and engaging in other tasks requiring physical mobility.

Among the most common permanent disorders are musculoskeletal disabilities such as partial or total paralysis, amputation or severe spinal injury, types of arthritis, muscular dystrophy, multiple sclerosis, head injury and cerebral palsy. Additionally, conditions such as respiratory and cardiac diseases may also impair mobility. Any of these conditions may impair the strength, speed, endurance, coordination and dexterity necessary for proper hand function.

Some causes for these disabilities are congenital (the result of genetic conditions and problems during fetal development, such as cerebral palsy) or acquired (Spinal cord injuries are an example).

Disabilities that impair mobility can also come with complications of their own, like the risk of pressure sores in people who cannot stand or walk or the development of obesity in patients who cannot exercise for weight management.

- Learning



Learning disability is when a person has certain limitations in mental functioning and in skills such as communicating, taking care of himself/herself and social skills. A person with learning disabilities (sometimes called *cognitive disabilities* or *mental retardation*) may take longer to learn to speak, walk, and take care of their personal needs such as dressing or eating. They will learn, but it will take them longer. There may be some things they cannot learn.

The most common causes to these disabilities are genetic conditions, problems during pregnancy, problems at birth and health problems.

There are many signs of a learning disability. A person with a learning disability may: sit up, crawl, or walk later than other person;

learn to talk later, or have trouble speaking; find it hard to remember things; not understand how to pay for things; have trouble understanding social rules; have trouble seeing the consequences of their actions; have trouble solving problems, and/or have trouble thinking logically.

- Speech



Speech disability/impairment is when a person is unable to produce speech sounds correctly or fluently, or has problems with voice. The impairment of speech can have different origins.

Whatever the base causes of the impairment, the same problems will occur, difficulty communicating and releasing words, the speech may sound strange and disjointed, characterised by sudden stops or starts.

Some of the most common speech disorders are:

Apraxia

This disorder can cause problems in parts of the body, such as arms and legs. Apraxia of speech is a motor speech disorder. It is caused by damage to the parts of the brain related to speaking.

Other terms include apraxia of speech, acquired apraxia of speech, verbal apraxia, and dyspraxia. People with apraxia of speech have

trouble sequencing the sounds in syllables and words. The severity depends on the nature of the brain damage.

Dysarthria

Dysarthria is also a motor speech disorder. The muscles of the mouth, face, and respiratory system may become weak, move slowly, or not move at all after a stroke or other brain injury. The type and severity of dysarthria depend on which area of the nervous system is affected. Some causes of dysarthria include stroke, head injury, cerebral palsy, and muscular dystrophy. Both children and adults can have dysarthria.

Stuttering

The disorder is characterised by disruptions in the production of speech sounds, also called “disfluencies”. It’s characterised by a repetition of speech. It appears rapidly in some and slowly in others. People who suffer from stuttering may repeat only the first part of the word or may elongate their words. The person who stutters will be aware that she is doing it. It can be a source of constant frustration and can result from either mental or physical causes. The specific activities that a person finds challenging to perform vary across individuals. The impact of stuttering on daily life can be affected by how the person and others react to the disorder.

Stammering

Stammering is another common speech disorder, in which the sufferer may be unable to express sounds. He may have difficulty in

beginning words or sentences. Stammering can be spasmodic, which means that it also affects the facial muscles. Stammering is often combined with stuttering. At times, the sufferer may not be able to express sounds, and at other times, he may repeat words or syllables continually.

Lisping

It usually begins in childhood and can be broken down into negligent, organic, and neurotic lisping. Negligent lisping occurs when parents do not teach their children to speak properly. Either the parents do not correct the child's speech, or the child does not have role models to observe when learning to talk. Organic lisping comes about mainly due to a physical defect such as a cleft palate or other deformities. Neurotic lisping is often a sign of mental disability. Neurotic lisping can be combined with stuttering or stammering.

Note: After learning about all these disabilities it's important to refer that sometimes the same person will have more than one disability, which can be more difficult to deal with, therefore it's very important that staff support and help customers with a disability with accommodation and catering services according to all the tips outlined in this guide regarding assistance, communication, physical and emergency.

Annexe B

Legislation of Poland

Polish legislation related to hotel and catering accessibility for people with disabilities
State on May 2011

The right of disabled person to enter any public place with assistance dogs is stated in:

- The ACT on vocational and social rehabilitation and employment of people with disability of 27 August 1997, article 20a.
(Ustawa z dn. 27 sierpnia 1997 r. o rehabilitacji zawodowej i społecznej oraz zatrudnianiu osób niepełnosprawnych, art. 20a)

The physical accessibility for people with disability, particularly for wheelchair users, of design and construction of buildings is required by:

- the Construction law ACT of 7 July 1994 with ammendments (full text published in the Official Journal 2006/156 item 1118)
(Ustawa z dnia 7 lipca 1994 r. – Prawo budowlane (tekst jednolity Dz. U. 2006 nr 156 poz. 1118 z późn. zm.))

The technical requirements for the buildings are specified in:

- the minister of Infrastructure Regulation of 12 April 2002 on the technical conditions required from buildings and their location (Official Journal 2002/75, item 690).
(Rozporządzenie Ministra Infrastruktury z dnia 12 kwietnia 2002 r. w sprawie warunków technicznych, jakim powinny odpowiadać budynki i ich usytuowanie (Dz. U. 2002 nr 75, poz. 690 z późn. zm.)).

The legislation related to the Parking card allowing to park on the special parking spaces for people with disability or enter the areas closed for other cars, is regulated by:

- The Road traffic Act of 20 June 1997.
(Ustawa z dnia 20 czerwca 1997 r. – Prawo o ruchu drogowym)

- the Minister of Infrastructure Regulation of 30 March 2004 on the model parking cards for people with disability and entities responsible

for their rehabilitation, care or education.

(Rozporządzenie Ministra Infrastruktury z dnia 30 marca 2004 r. w sprawie wzorów kart parkingowych dla osób niepełnosprawnych i placówek zajmujących się opieką, rehabilitacją lub edukacją tych osób)

The accessibility of trams and trolley-busses is regulated by:

- The minister of transport and maritime Regulation on technical conditions of the trams and trolley-buses and the scope of their necessary equipment of 17 September 1999.

(Rozporządzenie Ministra Transportu i Gospodarki Morskiej z dnia 17 września 1999 r. w sprawie warunków technicznych tramwajów i trolejbusów oraz zakresu ich niezbędnego wyposażenia)

The accessibility of the buses is described in:

-The minister of transport and maritime Regulation on the technical conditions of the cars and the scope of their necessary equipment of 31 December 2002.

(Rozporządzenie Ministra Transportu i Gospodarki Morskiej z dnia 31 grudnia 2002 r. w sprawie warunków technicznych pojazdów oraz zakresu ich niezbędnego wyposażenia)

Air transport accessibility is regulated by:

- The Act on the Air law of 3 July 2002 (Ustawa z dnia 3 lipca 2002 r. – Prawo lotnicze)

- The Minister of infrastructure Regulation on the air carriers rules of 14 November 2003

(Rozporządzenie Ministra Infrastruktury z dnia 14 listopada 2003 r. w sprawie regulaminów przewoźników lotniczych)

Legislation of England

Equality Act 2010: The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- employment
- education
- access to goods, services and facilities including larger private clubs and land based transport services
- buying and renting land or property
- functions of public bodies, for example the issuing of licences

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

Legislation of Portugal

- **Decreto-Lei nº 38/2004** improves Decreto-Lei nº 9/89 – Legislation about Prevention, Rehabilitation and Integration of Disabled People;
- **Decreto-Lei nº 74/2007** improves Decreto-Lei 118/99 – Legislation for the use of guide dogs for blind people and with other disabilities;
- **Decreto-Lei nº 163/2006** improves Decreto-Lei nº 123/97 – Legislation about accessibility on buildings, concerning different chapters: Public Street, buildings and stores in general, buildings and stores with specific meanings, and accessible surroundings;

Annexe C

Control Tool

This questionnaire helps you to assess the level of service hotel and catering staff provide and how to provide a better service to customers with disabilities.

Indicate only one answer for each question. If you do not know the reply, please indicate the response - I don't know. Please note that there may be more than one right answer for each question. Also some of the questions are incorrect, so make your choice carefully.

1. A visually impaired guest arrives at the hotel reception with a guide /assistant wishing to book a room. It requires filling-in the check-in form which the visually impaired guest is not able to do independently. What should be done?

- A) You should offer to complete the form for the visually impaired guest and pass to them to sign it.
- B) The form should be given to the guide/ assistant to complete and sign.
- C) I don't know.

2. At a restaurant table there are two visually impaired customers who want to order a meal. What should the waiter do?

- A) The waiter should suggest something from the menu and wait for the customers agreement.
- B) The waiter should read the whole menu, offer the menu in alternative formats and give a choice to the customer.
- C) I don't know.

3. Someone who is hearing impaired may be accompanied by a sign language interpreter. What should be done when a hearing impaired guest arrives at a hotel?

- A) You should address the interpreter because you can communicate directly with them verbally (i.e. using voice).
- B) You should address the hearing impaired guest because that is the person you communicate with.
- C) I don't know.

4. People with hearing impairment often support their communication with lip reading. How can you assist them?

- A) You should speak very slowly and loud.
- B) You should speak a bit louder but at normal speed.
- C) I don't know.

5. People who have a speech impairment may have problems completing their sentences. When such a person gets stuck completing their sentences what should you do?

- A) You should let them finish their sentence independently to avoid any doubts or misunderstanding.
- B) You should interrupt and give proposals of possible words to complete the sentence which could be confirmed by the customer by a head nod.
- C) I don't know.

6. A person who is not able to speak wants to order a drink in the bar. What way of communicating can be the most effective?

- A) Using gestures e.g. by pointing various bottles and proportion with fingers use.
- B) Indication of the drink on the menu.
- C) I don't know.

7. People in a wheelchair often have their head at a lower level than other people. What should a receptionist do when handing some documents to person in a wheelchair?

- A) The receptionist should discretely bend over the counter and hand over the documents.
- B) The receptionist should step out from behind the counter and bring the documents to person.
- C) I don't know.

8. Sometimes people with a learning disability have difficulty understanding numbers including large amounts of money. What should be done when such a customer orders the most expensive limousine instead of regular taxi?

- A) You should explain to them that the cost of the limousine is much more expensive than the cost of a taxi, but not influence their decision.
- B) You should dissuade them from ordering the limousine because they won't be able to afford it.
- C) I don't know.

9. A person with a learning disability might have difficulty understanding simple statements. What should be done when such a person arrives with friend and you have quite complicated information to pass to them?

- A) The information should be passed to the friend who can communicate with disabled customer much better.
- B) You should make the statement simpler and try to pass it directly to the customer.
- C) I don't know.

10. A person with a learning disability orders a bottle of alcohol and is alone at the table. How should the waiter behave?

- A) The waiter should refuse to bring the alcohol to keep the customer out of the trouble.
- B) The waiter should behave the same way as they would with any other customers.
- C) I don't know.

11. There is a visually impaired guest in one of the hotel rooms. The remote control for the TV set in the room is always given to guests at the reception. What should you do in case of blind client?

- A) You should not hurt their feelings by informing them about the TV set in the room since they wouldn't benefit from it anyway.
- B) You should inform them about the TV set as you do with all guests and you should give instructions about the use of the remote control.
- C) I don't know.

12. Public places like hotels and restaurants should be prepared to serve customers with a disability by including clear marking. What kind of graphic marking is better recognised by someone who is hearing impaired?

- A) Commonly used graphic symbols.
- B) Clear inscription in at least two languages.
- C) I don't know.

13. What kind of solutions can best facilitate a customer with a speech impairment in a hotel or restaurant?

- A) Various and clear visual markings - inscriptions, symbols and plans.
- B) Competent and polite staff.
- C) I don't know.

14. A hotel or restaurant should be prepared to offer services and a special place to a person in a wheelchair. Which of two solutions is correct?

- A) The special place for customers in a wheelchair should be clearly marked with a graphic symbol which can be seen from distance and reserved only for them.
- B) The customer should be able to make a choice of any place even it is not fully accessible.
- C) I don't know.

15. A guest with a learning disability might sometimes have difficulty in orientation and independently finding their way to their room. What can be done to assist them?

- A) You should assist the guest to the room each time they become disorientated.
- B) You should give each guest a plan with clearly marked locations of their room and facilities that is in simple words.
- C) I don't know.

16. A visually impaired guest needs to get to their room in the hotel and needs help from you as a guide. How should it be done?

- A) The visually impaired guest walks behind the guide and takes hold of their arm/shoulder to assist them.
- B) The guide lets the visually impaired guest walk in front of them and holds their arm from behind directing their movement.
- C) I don't know.

17. In a restaurant, the visually impaired customer asks for the toilet which they couldn't find independently. What should the staff do in such a situation?

- A) The member of staff should point out the direction and estimate the distance. Then make sure that the customer finds the place by themselves.
- B) The member of staff should accompany the customer to the door of the toilet and then offer to wait and guide them back to the table.
- C) I don't know.

18. What is the best way of preparing the hotel or restaurant to serve the hearing impaired customers?

- A) All members of staff should be trained in sign language so they are able to use it fluently.
- B) Some of the staff members should be trained in basic sign language and other forms of non-verbal communication.
- C) I don't know.

19. A person with a hearing impairment needs to obtain important information by the phone. How can you assist in that?

- A) The best and comfortable conditions should be arranged such as silence, loud telephone, etc.
- B) You should help and pass the information you get by the telephone in writing to the hearing impaired customer.
- C) I don't know.

20. A customer who can't speak wants to get a taxi. How you can help them?

- A) You should order the taxi by the phone for the customer after checking with them the destination.
- B) You should give the phone to the customer so they can order the taxi.
- C) I don't know.

21. A person using crutches has a problem serving themselves at a buffet because both of their hands are busy. What should members of staff do to assist them in this situation?

- A) The member of staff should ask the customer if they want to come to the buffet, then accompany them and help to put the chosen dishes on a plate. Then bring the plate to the table for the customer.
- B) The member of staff comes to the table of the customer and after asks them if they need help, presents the available menu and then goes to the buffet and brings back the ordered dishes.
- C) I don't know.

22. In some cases when physical accessibility is not provided, members of staff should help a person in a wheelchair. What should be done to help the guest overcome the barrier of three steps between a hotel reception and the restaurant?

- A) Two staff members should lift the wheelchair with the customer and climb the steps.
- B) One person should lean the wheel chair back and pull it up the stairs; the other person should secure it from the other side.
- C) I don't know.

23. A customer with weakness in their hands sits at a table in a restaurant and wants to order dinner. What should the waiter do?

- A) The waiter should propose helping the customer to cut their meat and pour drinks.
- B) The waiter should suggest the customer brings with them a friend who is more competent to assist them during the meal.
- C) I don't know.

24. The hotel room of a guest with a learning disability is equipped with a safe with a digital lock. The instruction for its use is quite complicated and the guest may not be able to use it on their own. How should the member of staff assist them?

- A) The member of staff should block the possibility of the guest using the safe even if the safe has option of emergency opening.
- B) The member of staff should explain to the guest how the safe works in a simple way and also warn them that handling the safe is complicated.
- C) I don't know.

25. A customer with a disability arrives at a hotel or restaurant. The member of staff already knows how to provide services in the case of such customers. How should the member of staff behave?

- A) The member of staff should approach the customer and ask whether help is needed and if yes, what kind of help.
- B) The member of staff should approach the customer and help them without asking unnecessary questions.
- C) I don't know.

26. A visually impaired guest may not be able to read the emergency procedures which are often available in the hotel room. For the safety of guest, it would be important that they know the procedure. What is the best way to do it?

- A) Read aloud the content of the emergency procedure to the guest and ensure that it was understood.
- B) Prepare a Braille/ large print version of the procedure and put it on the table in the guests room.
- C) I don't know.

27. A hearing impaired guest will not always be able to hear the sound of an emergency signal. What alternative solutions can be used to effectively pass that information?

- A) By using a sound-visual alarm system (light) and vibration system.
- B) Direct information given by member of staff to the guest.
- C) I don't know.

28. A person with a speech impairment who has had an accident may find it difficult to describe their condition. How should you cope with the situation?

- A) You should propose a piece of paper and a pen so the person can write down the information.

- B) If the person is in a good enough condition they should try to describe verbally the situation with support of gestures.
C) I don't know.

29. In an emergency situation, for example fire, the lifts are inactive. How do you support those customers with mobility impairment (e.g. use crutches)?

- A) You should ask if the customer wants your help to move to another place.
B) You should get the person out of the place by all means.
C) I don't know.

30. A customer with a learning disability was informed about the emergency (the fire) but they may not know what to do. What should be done in such a situation?

- A) You should clearly and calmly explain the emergency procedure and show the emergency exit.
B) You should get the person out of the building without explanation.
C) I don't know.

Thank you for completing this questionnaire.

Control Tool - Key

Question no	Answers		
	a	b	c
1	1	-1	0
2	0	1	0
3	-1	1	0
4	-1	1	0
5	1	-1	0
6	0	1	0
7	0	1	0
8	1	-1	0
9	0	1	0
10	-1	1	0
11	-1	1	0
12	1	0	0
13	1	0,5	0

14	0,5	1	0
15	1	0	0
16	1	-1	0
17	0,5	1	0
18	0	1	0
19	0	1	0
20	1	-1	0
21	1	1	0
22	-1	1	0
23	1	-1	0
24	-1	1	0
25	1	-1	0
26	1	0	0
27	0,5	1	0
28	1	0	0
29	-1	1	0
30	-1	1	0

Total maximum rate: 30 points

Results:

28-30points – Very high level of competence

25-27 points – satisfactory level of competence, some training

MIGHT be useful

22-24 points – NOT QUITE SATISFACTORY LEVEL OF
COMPETENCE, TRAINING NEEDED

15-21 points – LOW LEVEL OF COMPETENCE, TRAINING
REQUIRED

**Under 14 points – VERY LOW LEVEL OF COMPETENCE,
INTENSIVE TRAINING ABSOLUTELY NECESSARY!**