

## INTACT GRANT CASE STUDIES

We have put the following examples and case studies together to help with your grant applications. Although we would like to see innovative ideas, your project does not have to be complicated or expensive. Simple projects can address the needs of people with communication and learning disabilities in terms of intellectual access while promoting and encouraging inclusion. Intact projects can also be modifications or upgrading of current resources and practices in the museums and galleries.

### Combination of Formats

***Whole New World: Cultural Co-ordinators in Scottish Schools Programme – North Ayrshire Council.***

#### Aims and Objectives

To engage staff and pupils from Haysholm Special School with North Ayrshire Museum. By encouraging investigation of objects and resources from the Victorian Collection, including costumes, toys and games.

#### Conclusion

In planning discussions with Staff from Haysholm school it became obvious that they were keen to introduce opportunities for pupils to explore a range of cultural resources. The school had never utilised the resources at North Ayrshire Museum and were keen to be involved in the project.

The partnerships in the project greatly enhanced the experience for the pupils. Initially the involvement of the museums and play services staff allowed the group to access objects and related games etc, which brought the subject 'The Victorians' to life for the pupils. The further development of the creative aspects of the project allowed the pupils to investigate and record their experiences.

#### Future Developments

The initial visit to the Museum was a valuable experience. The project focused on specific objects in the museum, however the school intend to arrange for further visits to explore the remaining resources.

The video artwork, which was created during the project, will be used by the school and the authority to promote similar projects in other schools.

The school intend to develop and build on the new skills learned by the pupils and staff as part of the workshop sessions. They intend to utilise existing equipment within the school and explore opportunities for additional resources where required.



#### TIPS

- Involve relevant partners and user groups in the development of your idea at the planning stage.
- Consult with people with learning difficulties during idea development
- Finally work with these groups to help you evaluate the impact of the project

***Hands on the Highlands*** – Inverness Museum and Art Gallery Inverness Museum and Art Gallery is a busy museum with about 100,000 visitors a year. In 2001 it won the Cramond Award for the museum that has done the most to promote access for visitors with learning disabilities.

The museum develop a project where more objects were put on show for family and child-friendly facilities thanks to an award from the Heritage Lottery Fund - ***Hands on the Highlands***.

The display was not specifically aimed at people with learning difficulties, but the approach they took was particularly relevant to them. The museum staff consulted with individuals and groups, including INTACT (the Intellectual Access Trust) who provided valuable contacts.

The centre is said to be versatile and innovative, using a combination of approaches to make collections accessible to all including using modular mobile units housing the collections, technology including touch screen presentations, a roof-mounted camera, video macro scope, and a satellite weather program.

Adults enjoy showing children how to use the facility, and both enjoy discovering it for themselves.

The bright colours and attractive graphics help set a welcoming and informal tone. The centre is now well used by local groups of people with learning difficulties.

**Contact:** Catharine Niven, Inverness Museum and Art Gallery, 01463 237114.  
*Interpret Scotland. Issue 6, 2002*

**Web:** [www.interpretsotland.org.uk](http://www.interpretsotland.org.uk)



#### TIPS:

- Make spaces and interactives welcoming and colourful. Use images and touch screens in place of text and keyboards.

## Case Study

### ***A Touch of Bucks: a guide for people with learning disabilities – BUCKINGHAMSHIRE County Museum***

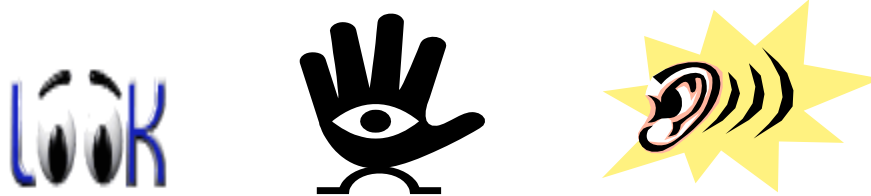
This is an A4 booklet in eight topic sections, which correspond to the eight thematic displays in the ground floor of the museum. Each topic is introduced on the left-hand page by a clear photograph of one or more of the objects on display, with a simple heading such as “Fossils or Farming”. On the right hand page are six to eight lines of text which suggest things for the visitor to look at, listen to or do. Above the printed text, which is in a deep blue 16 point type face using a clear font on white paper, are symbols to help those who have difficulty reading print. The symbols for “**look**” are used beside the photographs and also in the text as are the symbols for “**touch**” and “**listen**”, and there is a sign for “go on” at the bottom of every right-hand page.

Contact: *BUCKINGHAMSHIRE County Museum*

Website:

<http://www.buckscc.gov.uk/bcc/content/index.jsp?contentid=-1147615288>

INTACT- Access in Mind



#### TIP:

- Printed material should be in plain language as concise as possible in clear type

### ***Audio Guide Trial – Jedburgh Abbey, Historic Scotland & INTACT***

#### The aim of the project

To improve access to Jedburgh, Abbey for people with learning or communication disabilities in a way which would get across the main messages about the site and fit in with existing methods of interpretation.

#### Process

Involvement of various people including teachers and groups of clients from Edinburgh resource centre for adults with learning disabilities

#### Result

The project achieved the INTACT aim of improving access to information about Jedburgh Abbey for people with learning and communication disabilities. It also

showed how invaluable it is to be working with experts in the production of audio guides



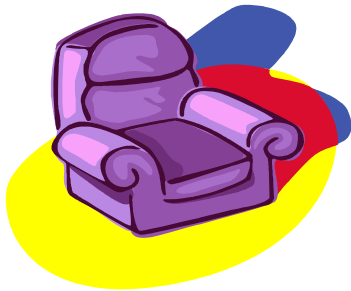
**TIP:**

- Providing Audio Guides is very helpful but they need to be **very flexible** giving individuals freedom to access the system in different ways and ability to access the object or display they want information on and to switch off when they have heard enough.

### **Comfortable spaces, chairs and rest areas**

Projects enabling access to museum, by making people feel welcome, thereby promoting inclusion and emotional involvement.

**The Laing Art Gallery, Newcastle upon Tyne** was refurbished, creating a bright attractive entrance with displays made available in variety of formats to increase accessibility.



**TIP:**

- If you are positive in your approach and provide a good service, you will attract not only disabled customers but also their friends, relatives, carers and colleagues.

### **Changing Perception: Edinburgh City Art Centre**

Here the touching of objects and material was made possible for all visitors. It has also been popular with young people with severe and multiple impairments in particular with use of lighting effects and texture of the stone sculptures.



**TIP:**

- People learn best if a variety of media are appropriately used, appealing to as many of the senses as possible.

### **Case Study**

The aim of the project is to allow groups of students from day centres and college special needs department's access to the handling collections in the Royal Museum, which is part of NMS (National Museums of Scotland), in response to a need that had already been expressed.

The Royal Museum was already providing a regular programme of training sessions for teachers who came from primary, secondary and special schools. There were four themed collections of objects:

- Ancient Egypt
- Plains Indians
- The Victorians, which included items of clothing as well as household objects
- On Planet Earth (rocks, minerals, fossils and rubber moulds for plaster casts)

A group of eight adults from the Education resource centre with a variety of learning disabilities came to the handling sessions Royal Museum. The sessions were very successful and the group found them very enjoyable. "It was better than just wandering round looking at things".



**TIP:**

- Listen to feedback from your target audience and develop new ideas from their experiences

### **Interactive Computers**

- Expanded keyboards which gives bigger keys with more space between them
- Miniature keyboards with small keys, that allow anyone with disability to fully and easily access any computer with little or no hand movement
- Joy sticks or touch screens



**TIP:**

- Consider how any changes you make will effect **all** user groups, any changes should result in a positive experience for **everyone**

### **Case study - Design your own Tartan**

This was part of Scottish theme and fitted in with books on the history of tartan. The computer programme has been developed and adapted for people with learning disabilities.

#### **Process**

The original computer has been designed to explain how tartan is woven and how the pattern is created before inviting the visitors to design their own, choosing colours from a selection of bobbins on screen and arranging these as warp. Once choice of colour has been chosen the visitor then pressed a key to 'make own tartan'. The computer then proceeds to weave in the colours in the same colours for weft. The programme although developed for all visitors was later modified to be more user friendly and suitable for people with learning difficulties. The modifications included:

- reduction of text on screen and voice prompts added
- demonstration of how to choose colours from bobbins
- More time given to choose own colours
- Special written programme for computer to work directly online with a specific printer – cheaper than buying an expensive super-fast printer
- Specialized Ke:nx switchgear so that programme could be used by people who had restricted movement and could only operate a "one-touch screen"
- Use of Kensington Turbo-mouse, a tracker-ball with extra large programmable buttons for ease of use.

The programme has since been tested out with various centres and organisations including Capability Scotland.



**TIP:**

- Technology is not a substitute for the experience of seeing an object or a work of art, where possible use technology to provide information or experience that will enhance that experience

### **Talking Toys and Windmill Stories – Dumfries and Galloway.**

Windmill Stories received grant assistance from SMC and has been written in a simple language with user-friendly interface so that visitors are able to find out about it fairly easily.



**Timothy**



Talking Toys Sea Chest by Matthew White

#### **Website:**

<http://www.dumgal.gov.uk/dumgal/MiniWeb.aspx?id=180&menuid=3298&openid=2819&pageid=5069>

**Finally, the essential feature of these examples and casestudies is that funders, service providers and users should be working together.**

If you have any questions on the grant scheme or on any of the information provided above please contact:

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