Leeds Digital Inclusion

Accessibility audit

Website URL: [https://leedsdigitalinclusion.wordpress.com](https://leedsdigitalinclusion.wordpress.com/)

Date tested: 09/10/2020

## Information

Document Title

Document Subtitle if relevant

Short Document Summary

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| **WCAG 2.1 quick reference** | <https://www.w3.org/WAI/WCAG21/quickref/?versions=2.1&showtechniques=132%2C242%2C246%2C325%2C332%2C412%2C131&currentsidebar=%23col_overview&levels=aaa#principle1> |
| **Accessibility scanners used** | 1. SiteImprove <https://chrome.google.com/webstore/detail/siteimprove-accessibility/efcfolpjihicnikpmhnmphjhhpiclljc>
2. Axe <https://chrome.google.com/webstore/detail/axe/lhdoppojpmngadmnindnejefpokejbdd>
3. Monsido
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| **Other tools** | 1. Text spacing bookmark <https://www.html5accessibility.com/tests/tsbookmarklet.html>
2. Website HTML validation <https://validator.w3.org/>
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| **Key** | AT – Assistive TechnologySR – Screen Readers |
| **Pages reviewed** | 1. Home
2. News
3. Zoom toolkit
4. Digital inclusion toolkit
5. Tablet lending scheme
6. About us
7. Contact the team
8. Our work
9. Key initiatives
10. iPads and Alexa
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## Accessibility audit

### Global

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| **Issues** | **WCAG criteria / Notes** | **Fixed** |
| **Disabilities affected:** Blind, Low Vision, Deafblind, Mobility**Why it matters:** AT users require useful form labels to identify form fields. Adding a label to all form elements eliminates ambiguity and contributes to a more accessible product.**How to fix:** Programmatically associate labels with all form controls. The recommended technique for most circumstances is to use the label element and an explicit association using **for** and **id** attributes. These can be AT only labels. Input’s affected: * Mobile menu label is set to display none, change this to a screen reader friendly version or add display none to the checkbox when in desktop mode
 | Form elements must have labels1.3.1 Info and Relationships4.1.2 Name, Role, Value |  |
| **Disabilities affected:** Low vision, colour blind, keyboard only users**Why it matters:** For sighted people with mobility impairments who use a keyboard-like device (e.g. a switch, voice input), knowing the current point of focus is very important. Visible focus must also meet the needs of low-vision users, who may also be keyboard-only users.**How to fix:** Increase contrast ratio of focus state styling for all links. E.g. leeds.gov.uk | Focus state must be visible2.4.11 Focus Visible |  |

### News

URL: <https://leedsdigitalinclusion.wordpress.com/news/>

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| **Issues** | **WCAG criteria / Notes** | **Fixed** |
| **Disabilities affected:** Blind, Low Vision, Deafblind, Mobility**Why it matters:** AT users require useful form labels to identify form fields. Adding a label to all form elements eliminates ambiguity and contributes to a more accessible product.**How to fix:** Programmatically associate labels with all form controls. The recommended technique for most circumstances is to use the label element and an explicit association using **for** and **id** attributes. These can be AT only labels. Input’s affected: * Subscribe input has no label linked to it
 | Form elements must have labels1.3.1 Info and Relationships4.1.2 Name, Role, Value |  |

### Zoom toolkit

URL: <https://leedsdigitalinclusion.wordpress.com/support-for-organisations/zoom-webinar-toolkit/>

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| **Issues** | **WCAG criteria / Notes** | **Fixed** |
| **Disabilities affected:** Blind, Deafblind**Why it matters:** Duplicate ID's can break the accessibility of labels for forms, table header cells, etc., by the second instance being skipped by screen readers, or by client-side scripts. They are common markup validation errors that can eliminate possible sources of accessibility problems, when not breaking accessibility.**How to fix:** Rename any duplicate ID attributes values. Alternatively remove IDs and use classes or data attributes instead. IDs affected:* #why-use-a-booking-system
* #evaluation
 | id attribute value must be unique4.1.1 Parsing |  |
| **Disabilities affected:** Blind, Deafblind, Mobility**Why it matters:** Screen reader users rely on a frame title to describe the contents of the frame. Navigating through frame and iframe elements quickly becomes difficult and confusing for users of this technology if the markup does not contain a title attribute.**How to fix:** Ensure all frame and iframe elements have valid title attribute values. Iframes that need fixing:* YouTube videos
 | Frames must have title attribute2.4.1 Bypass Blocks4.1.2 Name, Role, Value |  |
| **Disabilities affected:** Blind, Deafblind**Why it matters:** Screen readers have no way of translating an image into words that gets read to the user, even if the image only consists of text. As a result, it's necessary for images to have short, descriptive alt text so screen reader users clearly understand the image's contents and purpose.**How to fix:** Ensure all informative <img> elements have short, descriptive alternate text and all decorative <img> elements have empty alt attributes (e.g. alt=""). Images to fix:* Zoom screenshots
 | Images must have alternate text1.1.1 Non-text Content |  |
| **Disabilities affected:** Blind, Deafblind**Why it matters:** Headings are used to communicate hierarchical organisation of the page.They allow assistive technology users to navigate around the page quickly to access to the information relevant to them.**How to fix:** Fix the nesting order of headers.The header after *What’s Next?* Should be 1 level down or one higher in the hierarchy. | The header following an h1 is h1 or h2.2.4.6 Headings and Labels |  |

### Digital inclusion toolkit

URL: <https://leedsdigitalinclusion.wordpress.com/support-for-organisations/zoom-webinar-toolkit/>

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| --- | --- | --- |
| **Issues** | **WCAG criteria / Notes** | **Fixed** |
| **Disabilities affected:** Blind, Deafblind**Why it matters:** Headings are used to communicate hierarchical organisation of the page.They allow assistive technology users to navigate around the page quickly to access to the information relevant to them.**How to fix:** Fix the nesting order of headers.The header after *What’s Next?* Should be 1 level down or one higher in the hierarchy. | The header following an h1 is h1 or h2.2.4.6 Headings and Labels |  |

### Tablet lending scheme

URL: <https://leedsdigitalinclusion.wordpress.com/support-for-organisations/tablet-lending-scheme/>

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| **Issues** | **WCAG criteria / Notes** | **Fixed** |
| **Disabilities affected:** Blind, Deafblind**Why it matters:** Headings are used to communicate hierarchical organisation of the page.They allow assistive technology users to navigate around the page quickly to access to the information relevant to them.**How to fix:** Fix the nesting order of headers.The header after *What you need to know* Should be 1 level down or one higher in the hierarchy. | The header following an h2 is h1, h2 or h32.4.6 Headings and Labels |  |

## Additional notes

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| **Headings**Heading hierarchy across the site need to be reviewed and fixed. The errors listed above will not be the only instances. |