Experience West Sussex

Accessibility Assessment Report

21st October 2022

Accessibility Services

Shaw Trust

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Introduction

Shaw Trust Accessibility Services conducted an accessibility audit on the Experience West Sussex website. This report documents the outcomes of the accessibility audit, identifying accessibility issues and describing their impact on users. In addition, to help solve each accessibility issue, practical solutions and best practices are provided.

The aims of this report are to firstly, identify accessibility barriers, and secondly, provide guidance on how to remove barriers to prevent older people and people with disabilities from being excluded.

Executive Summary

This report documents the outcomes of the accessibility audit on the Experience West Sussex website carried out by Shaw Trust Accessibility Services, 15 September 2022. The website was evaluated against the W3C Web Content Accessibility Guidelines (WCAG) 2.1 up to conformance level AA (see Web Content Accessibility Guidelines for details). Automated evaluation tools and manual testing by an experienced in-house pan-disabled testing team were utilised to complete a comprehensive accessibility audit (see Methodology for details).

The Experience West Sussex website met 7 of the 19 (37%) applicable success criteria required for level A conformance and 4 of the 12 (33%) applicable success criteria required for level AA conformance.

Based on these results, Shaw Trust Accessibility Services is unable to award the Experience West Sussex website an accessibility accreditation at this time. In order to be awarded a Shaw Trust Level AA accreditation,100% conformance with level A success criteria and level AA must be achieved. In order to be awarded a Shaw Trust AAA accreditation, 100% conformance with level A, level AA and level AAA must be achieved.

At present, the Experience West Sussex website does not conform to the minimum level of accessibility (level A). Non-conformance to the minimum level of accessibility will result in a wide range of users from being excluded from being able to access the website. However, this report also provides guidance to help achieve accessibility conformance and accreditation in the future.

Web Content Accessibility Guidelines

The World Wide Web Consortium (W3C) is the leading standards organisation for the World Wide Web who provides guidelines and specifications for many web technologies. The Web Accessibility Initiative (WAI), a branch of the W3C, is responsible for developing the Web Content Accessibility Guidelines (WCAG). The WCAG documents explain how to make Web content more accessible to people with disabilities including people with visual, hearing, cognitive and physical conditions. WCAG is recognised as the international standard for building accessible websites and measuring web accessibility.

Web Content Accessibility Guidelines 2.1

WCAG 2.1 was formally published on 5th June 2018, bringing web accessibility guidance up to date with modern web technologies and development techniques. As a result, the W3C WAI recommends using WCAG 2.1, instead of WCAG 1.0 or WCAG 2.0.

WCAG 2.0 is still a valid and very useful standard. WCAG 2.1 works in concert with WCAG 2.0 and is comprised of four principles: perceivable, operable, understandable, and robust. The principles are broken down into 13 guidelines consisting of success criteria. WCAG 2.0 defines three levels of success criteria:

Level A – Lowest success criteria

Level AA – Intermediate success criteria

Level AAA – Highest success criteria

Conformance to WCAG 2.1 is measured using the same three levels that define the success criteria:

Level A – Achieved when all applicable Level A success criteria are satisfied. This is considered to be the absolute minimum level of compliance.

Level AA – Achieved when all applicable Level A and Level AA success criteria are satisfied. This is considered to be the preferred level of compliance.

Level AAA – Achieved when all applicable Level A, Level AA and Level AAA success criteria are satisfied. This is considered to be the optimum level of compliance.

Learn more about the WCAG 2.1: http://www.w3.org/TR/WCAG

Methodology

To conduct a thorough accessibility audit, the use of both automated evaluation tools and manual user testing with assistive technologies is essential.

Although automated tools are able to assess individual pages or entire websites much more quickly than a human counterpart, they can only test against a limited section of WCAG and are unable to analyse semantics where human judgement via user testing is imperative.

It is also crucial that users who have a disability carry out manual testing. This is because firstly, it is almost impossible to replicate conditions of disabled users and their use of assistive technologies to a realistic degree of accuracy, and secondly, because testing with disabled users provide a more accurate measurement of accessibility.

Shaw Trust Accessibility Services use a combination of automated evaluation tools and in-house pan-disability user testing with assistive technologies to conduct a comprehensive accessibility audit. Accessibility audits are conducted against WCAG 2.1 Success Criterion. Testing is performed to level AA conformance unless a different level of conformance is requested.

Scope

In order to perform a comprehensive accessibility audit, the entire website must be tested. Although this can be achieved using automated evaluation tools, in many cases it is unfeasible to test an entire website manually. In this situation, the scope of manual testing is specified at the start of the audit.

The scope of manual testing involves establishing a representative sample of pages be employing various methods including using a list of pages common to many websites, inspecting the site for variations in layout and functionality and selecting pages at random. The sample may also include pages requested by the client.

In addition, the scope of manual testing may also include user journeys for sites that involve complex or multi-stage tasks, such as finding specific information, buying a product or completing a registration form. User journeys may be added to the scope of testing if deemed appropriate or at the request of the client.

Technical Testing

Technical testing involves testing the entire website for underlying technical errors or issues that could cause accessibility barriers. A Technical Consultant who possesses knowledge and experience of accessibility and web technologies conducts technical testing using one or more automated tools. These tools are used to scan pages for technical accessibility issues such as HTML/CSS parsing errors. The Technical Consultant then analyses and interprets the results.

Manual User Testing

The website is manually tested by an in-house team of experienced pan-disabled testers, many of which use assistive technologies. The team is made up of individuals with different disabilities to cover the widest range of accessibility barriers as possible. Each testing team consists of the following:

- **Keyboard Only User**
  The user has a motor impairment that limits he or she to using only a keyboard to operate a computer or device. To make operation easier, the user may utilise an adaptive keyboard.

- **Voice Activation User**
  The user has a motor impairment that limits him or her to using only voice commands to operate a computer or device via assistive technology such as microphone and dictation software.

- **Screen Reader User**
  The user has a visual impairment that limits him or her to using assistive technology such as a screen reader to operate a computer or device via keyboard control and feedback via synthesised audible descriptions of visual elements.

- **Low Vision User**
  The user has a visual impairment that limits his or her access to content presented at 100% magnification. The user utilises system/browser controls or assistive technology to increase screen magnification.

- **Colour Blind User**
  The user has a visual impairment that limits his or her access to content within a certain colour spectrum. The user utilises system/browser controls or assistive technology to change the content's colour spectrum.

- **Deaf or Hard of Hearing User**
  The user has a hearing impairment that limits his or her access to audio content.

- **Learning Difficulties User**
  The user has a learning disability that limits his or her access to content that is presented in a way that requires a high level of literacy.

Note: Testers may have a combination of disabilities.

Manual auditing consists of each member of the team performing tests and/or completing user journeys based on criteria relevant to their individual disability and accessibility guidelines. The testers use multiple browsers, browser tools and assistive technologies in an aim to locate issues. They then report their findings and provide constructive feedback to help pinpoint and provide solutions to accessibility barriers.

Audit Details

Client Details

Organisation	West Sussex County Council
Primary Contact	Name Andrew House Position Online Service Delivery Manager Email andrew.house@westsussex.gov.uk

Provider Details

Organisation	Shaw Trust Accessibility Services
Primary Contact	Name Graham Rees-Evans Position Technical Account Manager Email graham.rees-evans@shaw-trust.org.uk Phone 0203 215 2745

Testing Details

Type	Website
URL	https://www.experiencewestsussex.com
Name	Experience West Sussex Website
Description	Provider of information of attractions available in West Sussex
Primary Language	English
Testing Type	Assessment
Testing Environment	Windows 10 Google Chrome / Microsoft Edge JAWS 2020 / NVDA 2019 / ZoomText 2019 / Dragon Professional 15
Testing Team	Alan Sleat Screen Reader Kevin James Keyboard Only Darren Hardman Deaf

	Sam Hopkins	Low Vision & Colour
	Adam Armstrong	Learning Difficulties
	Lee Ellery	Voice Activation
	William Treharne	Hard of Hearing
	Steve Evans	Low Vision & Colour
Technical Account Officer	Lianne Richards	
Technical Consultant	Graham Rees-Evans	
Quality Assurance	Graham Rees-Evans	
Date Tested	15/09/2022	
Date Report Issued	21/10/2022	

Scope

Manually Tested Pages and URLs.

#	Page	URL
1	Home	http://www.experiencewestsussex.com/
2	Ouse Valley Viaduct	https://www.experiencewestsussex.com/ouse-valley-viaduct/
3	Chichester West Sussex	https://www.experiencewestsussex.com/map/chichester-surrounding/
4	Kids Activities & Family Events In West Sussex	https://www.experiencewestsussex.com/whats-on/families/
5	Beginner's guide to paddleboarding in West Sussex	https://www.experiencewestsussex.com/local-guides/beginners-guide-to-paddleboarding-in-west-sussex/

Audit Results

Results Summary

Priority A Results

Issue(s) Ref	Success Criterion	Current Results
STAS-F03/F04/F08/F09	1.1.1 Non-text Content	FAIL
	1.2.1 Prerecorded Audio-only and Video-only	N/A
	1.2.2 Captions (Prerecorded)	N/A
	1.2.3 Audio Description or Media Alternative (Prerecorded)	N/A
STAS-F02/F03/F04/F06/F10	1.3.1 Info and Relationships	FAIL
	1.3.2 Meaningful Sequence	PASS
STAS-F07	1.3.3 Sensory Characteristics	FAIL
STAS-F07	1.4.1 Use of Colour	FAIL
	1.4.2 Audio Control	N/A
STAS-F11	2.1.1 Keyboard	FAIL
	2.1.2 No Keyboard Trap	PASS
	2.1.4 Character Key Shortcuts	N/A
	2.2.1 Timing Adjustable	N/A
STAS-F12	2.2.2 Pause, Stop, Hide	FAIL
	2.3.1 Three Flashes or Below Threshold	N/A
STAS-F01/F10	2.4.1 Bypass Blocks	FAIL
	2.4.2 Page Titled	PASS
	2.4.3 Focus Order	PASS
STAS-F05/F06/F08	2.4.4 Link Purpose (In Context)	FAIL
	2.5.1 Pointer Gestures	N/A
	2.5.2 Pointer Cancellation	N/A
STAS-F03	2.5.3 Label in Name	FAIL
	2.5.4 Motion Actuation	N/A
	3.1.1 Language of Page	PASS
	3.2.1 On Focus	PASS
	3.2.2 On Input	PASS
	3.3.1 Error Identification	N/A
STAS-F03/F04	3.3.2 Labels or Instructions	FAIL
STAS-F14	4.1.1 Parsing	FAIL
STAS-F03/F04/F13/F14	4.1.2 Name, Role, Value	FAIL

	Total	30
	Non-Applicable	11
	Compliant (Pass)	07
	Non-Compliant (Fail)	12

Priority AA Results

Issue(s) Ref	Success Criterion	Current Results
	1.2.4 Captions (Live)	N/A
	1.2.5 Audio Description (Prerecorded)	N/A
	1.3.4 Orientation	N/A
STAS-F03/F04	1.3.5 Identify Input Purpose	FAIL
STAS-F15	1.4.3 Contrast (Minimum)	FAIL
STAS-F16	1.4.4 Resize Text	FAIL
	1.4.5 Images of Text	PASS
	1.4.10 Reflow	N/A
STAS-F07/F15	1.4.11 Non-text Contrast	FAIL
	1.4.12 Text Spacing	PASS
STAS-F11	1.4.13 Content on Hover or Focus	FAIL
	2.4.5 Multiple Ways	PASS
STAS-F02	2.4.6 Headings and Labels	FAIL
	2.4.7 Focus Visible	PASS
	3.1.2 Language of Parts	N/A
STAS-F13	3.2.3 Consistent Navigation	FAIL
STAS-F13	3.2.4 Consistent Identification	FAIL
	3.3.3 Error Suggestion	N/A
	3.3.4 Error Prevention (Legal, Financial, Data)	N/A
	4.1.3 Status Messages	N/A
	Total	20
	Non-Applicable	08
	Compliant (Pass)	04
	Non-Compliant (Fail)	08

Issues

#	Ref	Issue	Level	WCAG References
1	STAS-F01	Missing 'Skip' Navigation	A	2.4.1
2	STAS-F02	Incorrect Heading Structure	A/AA	1.3.1, 2.4.6
3	STAS-F03	Unlabelled Form Fields	A/AA	1.1.1, 1.3.1, 1.3.5, 2.5.3, 3.3.2, 4.1.2
4	STAS-F04	Empty Button	A/AA	1.1.1, 1.3.1, 1.3.5, 3.3.2, 4.1.2
5	STAS-F05	Empty links	A	2.4.4
6	STAS-F06	Non-Descriptive Link Text	A	1.3.1, 2.4.4
7	STAS-F07	Link Styling	A/AA	1.3.3, 1.4.1, 1.4.11
8	STAS-F08	Duplicate Links	A	1.1.1, 2.4.4
9	STAS-F09	Missing Alt Text	A	1.1.1
10	STAS-F10	Untitled Frames	A	1.3.1, 2.4.1
11	STAS-F11	Mouse Dependant Areas	A/AA	2.1.1, 1.4.13
12	STAS-F12	Unable to Pause Moving Content	A	2.2.2
13	STAS-F13	Element Markup	A/AA	3.2.3, 3.2.4, 4.1.2
14	STAS-F14	HTML Markup Errors	A	4.1.1, 4.1.2
15	STAS-F15	Insufficient Colour Contrast	AA	1.4.3, 1.4.11
16	STAS-F16	Obscured Text	AA	1.4.4

Priority A Issues

STAS-F01: Missing 'Skip' Navigation

Description

The purpose of skip navigation is to provide a mechanism to bypass blocks of material that are repeated on multiple web pages by skipping directly to the main content of the web page. One of the first interactive items on a web page should be a link to the beginning of the main content. Activating the link sets focus beyond the repeated content to the main content of the page.

If there is no 'Skip' Navigation present, screen reader users would have to listen to content on pages visited on the website, and keyboard only users would have to tab through all the links until they arrive at the main content of the page. Ideally, the 'skip' to content link should take the user to just above the header of the main content at the top left hand side.

There is currently no evidence of a skip to content link present on several pages tested.
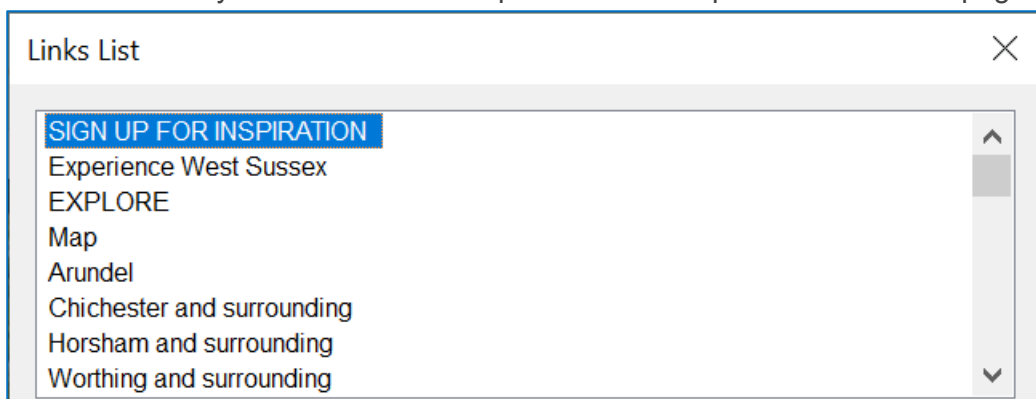
User Comments

"A skip to content link helps a user get to the main content without having to tab through the repeated content at the top of every page. Omitting a skip to content can slow down a keyboard only user"

Kevin James
Keyboard Only Assessor

Occurrences

This issue occurs throughout the site.

Example Occurrences

https://www.experiencewestsussex.com/
https://www.experiencewestsussex.com/ouse-valley-viaduct/
https://www.experiencewestsussex.com/map/chichester-surrounding/
https://www.experiencewestsussex.com/whats-on/families/
https://www.experiencewestsussex.com/local-guides/beginners-guide-to-paddleboarding-in-west-sussex/

Action Required

1. Provide a mechanism to bypass blocks of repeating links ('skip navigation link').
   For example, `<a href="#maincontent">Skip to main content</a>`

WCAG References

2.4.1 Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)

STAS-F02: Incorrect Heading Structure

Description

Screen reader and other assistive technology users have the ability to navigate web pages by heading structure. This means that the user can read or jump directly to top level elements (`<h1>`), next level elements (`<h2>`), third level elements (`<h3>`), and so on. Viewing or listening to this outline should give them a good idea of the contents and structure of the page.

On the 'Kids Activities & Family Events in West Sussex' page, there is an illogical heading structure. The first heading is the H1 followed by H3, skipping H2, and further down the structure a H2 is followed by a H4, skipping H3.
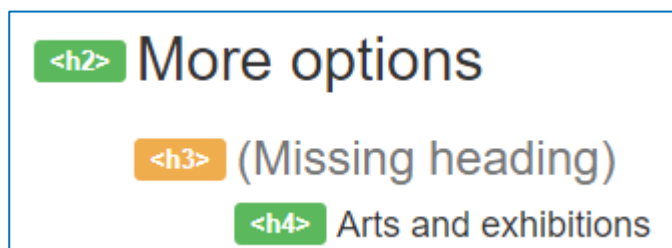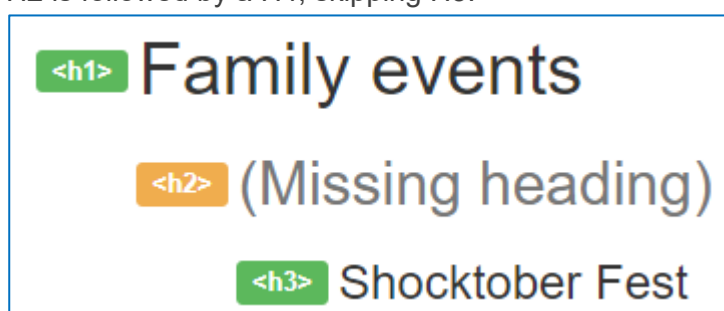
User Comments

"The headings, as they are on some pages, make it difficult for a screen reader user to navigate around the page.
The benefit of a logical heading structure is that the user will be able to quickly skip through the headings and view what the contents of the page holds. In addition, making a logical structure, by using numerical headings of importance. The change will enable the user to find any information in a more comprehensive way."

Alan Sleat
Screen Reader Assessor

Example Occurrences

https://www.experiencewestsussex.com/whats-on/families/

Action Required

1. Ensure that all pages contain a heading 1.
2. Ensure that all heading on a page follow a logical structure.
3. Ensure that the heading structure represents the information structure of the page
4. Where widget or component elements contain a heading strucutre, ensure that the heading strucutre remains logical wherever the componant is used

WCAG References

1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

2.4.6 Headings and Labels: Headings and labels describe topic or purpose. (Level AA)

Further Information

Heading structure should follow a logical, numerical order, and example of this can be seen below. It should always begin with a heading 1.

```
<h1>Colours
    <h2>Shades of Red
        <h3>Crimson
        <h3>Ruby
    <h2>Shades of Blue
        <h3>Aqua
        <h3>Aquamarine
    <h2>Shades of Green
        <h3>Harlequin
        <h3>Olive
```

STAS-F03: Unlabelled Form Fields

Description

Providing a descriptive form field label will allow users to know what information to enter in a form field. Where a series of form fields relate to similar information, the context of the form fields needs to be included in the field description.

If Radio buttons and Checkboxes allow users to make selections from a set of options, they should be enclosed with a fieldset; this will allow users of assistive technology to be aware that the options presented relate to a group.

On the 'whats-on/families' page the 'carousel' element has been given a role of 'list box' but it has not been given an ARIA label. This issue is also present on the 'chichester-surrounding' page.


```
▶ <div class="carousel-inner" role="listbox">…</div> == $0
```

User Comments

"When there are any fields that are not sufficiently labelled it will be very difficult, or impossible for the information to be successfully submitted. All form fields need to be labelled clearly. This will allow a screen reader user to have all the information needed to complete any process. When all form fields are clearly labelled, then it is not only beneficial to the visitor, but also for the site owners; as correct information will get to them."

Alan Sleat
Screen Reader Assessor

Example Occurrences

https://www.experiencewestsussex.com/whats-on/families/
https://www.experiencewestsussex.com/map/chichester-surrounding/

Action Required

1. Ensure that all form fields are labelled clearly and have correctly associated label tags.
2. Ensure fieldsets and legends are used correctly where appropriate.

WCAG References

1.1.1 Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)
- **Controls, Input:** If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for controls and content that accepts user input.)

1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

1.3.5 Identify Input Purpose: The purpose of each input field collecting information about the user can be programmatically determined when: (Level AA)
- The input field serves a purpose identified in the Input Purposes for User Interface Components section; and
- The content is implemented using technologies with support for identifying the expected meaning for form input data.

2.5.3 Label in Name: For user interface components with labels that include text or images of text, the name contains the text that is presented visually. (Level A)

3.3.2 Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)

4.1.2 Name, Role, Value: For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)
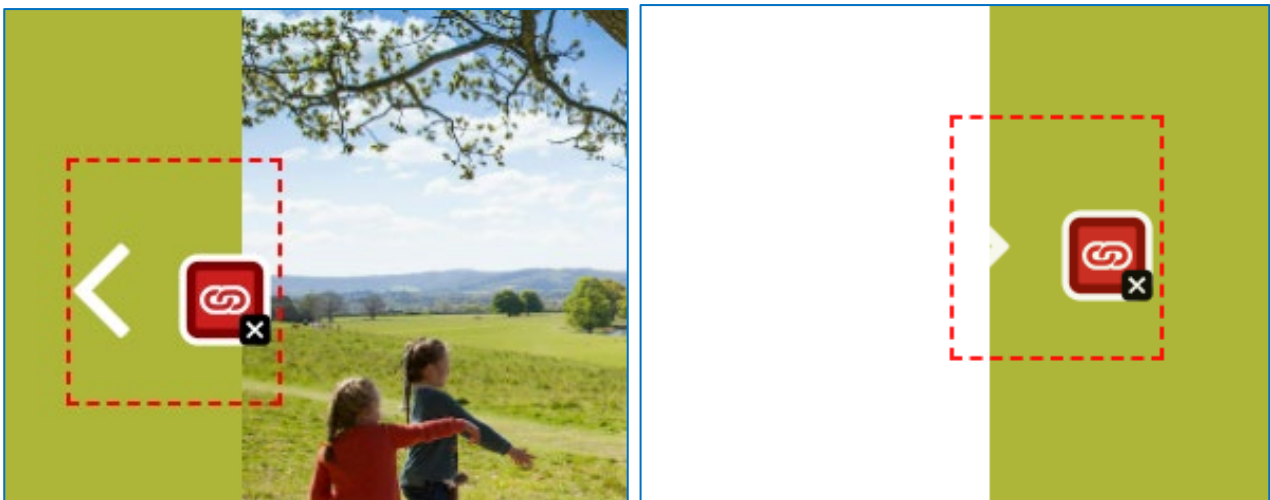> *Note:* This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.

Further Information

Providing the correct label tag is important to indicate to users the purpose of the form field. An example of a form with correct label tags can be seen below:

```
<form action="demo_form.asp">
  <label for="male">Male</label>
  <input type="radio" name="gender" id="male" value="male"><br>
  <label for="female">Female</label>
  <input type="radio" name="gender" id="female" value="female"><br>
  <label for="other">Other</label>
  <input type="radio" name="gender" id="other" value="other"><br><br>
  <input type="submit" value="Submit">
</form>
```

STAS-F04: Empty Button

Description

When navigating to a button, descriptive text must be presented to screen reader users to indicate the function of the button.
Providing descriptive button labelling will allow users to make an informed decision whether to activate a button or not.

On the 'chichester-surrounding' page, there is an empty button when viewing the page in mobile view. This issue is also present on the 'whats-on/families' page.


```
▼<button class="menu-toggle" aria-controls="to
  p-menu" aria-expanded="false">
  ▶<svg class="icon icon-bars" aria-hidden="tr
    ue" role="img">…</svg>
  ▶<svg class="icon icon-close" aria-hidden="t
    rue" role="img">…</svg>
</button>
```

Example Occurrences

https://www.experiencewestsussex.com/map/chichester-surrounding/
https://www.experiencewestsussex.com/whats-on/families/

Action Required

1. Ensure that all forms elements are labelled clearly.

WCAG References

1.1.1 Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)

- **Controls, Input:** If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for controls and content that accepts user input.)

1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

1.3.5 Identify Input Purpose: The purpose of each input field collecting information about the user can be programmatically determined when: (Level AA)

- The input field serves a purpose identified in the Input Purposes for User Interface Components section; and
- The content is implemented using technologies with support for identifying the expected meaning for form input data.

3.3.2 Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)

4.1.2 Name, Role, Value: For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)

> *Note:* This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.

STAS-F05: Empty links

Description

The text of a link should provide a clear description of the link and the link's purpose. Providing descriptive link text will allow users to easily determine the function of the link and make educated decisions to click the link or not. When a link is empty, screen readers will create the text of a link from the URL. This is not always understandable by a user.

There are 2 empty links on the 'whats-on/families' page. This issue is also present on the 'chichester-surrounding' page.


```
<a class="left carousel-control" href="#carousel-example-generic" role="button"
data-slide="prev">
    <i class="fa fa-angle-left" aria-hidden="true">…</i> == $0
</a>
```

There are 3 more empty links on the 'chichester-surrounding' page.
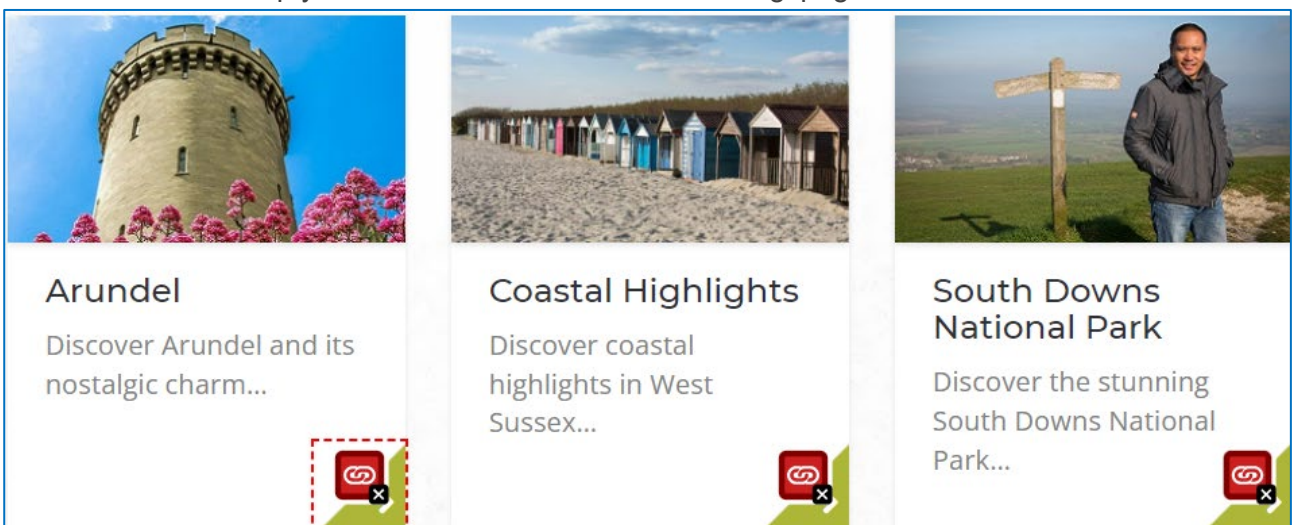
User Comments

"There are several pages that have empty links on the page. This can be confusing when tabbing my way through the page, because when I tab away from a link, I lose focus because I expect to be taken to the next visual link on a page."

Kevin James
Keyboard Only Assessor

Example Occurrences

https://www.experiencewestsussex.com/whats-on/families/
https://www.experiencewestsussex.com/map/chichester-surrounding/

Action Required

1. Remove empty links

WCAG References

2.4.4 Link Purpose (In Context): The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A)

STAS-F06: Non-Descriptive Link Text

Description

The text of a link should describe the destination of the link and the link's purpose. Providing a descriptive link text will allow users to easily determine the function of the link and make educated decisions to click the link or not.
If it is not possible to identify the purpose of the link from the link text itself, then this information should be provided in context.

Screen reader users have the ability to display and navigate by lists of elements, or jump from element to element. Navigating this way is much quicker than listening to a whole page, however the context provided by paragraphs and other narrative is lost and non-descriptive links become harder to understand.

For downloadable links, we recommend that the file type and size of the file is also included in the link text to allow the user to make a decision whether or not to download the file.

On the 'Ouse Valley Viaduct' page, there are several image links that describe the image and not the destination of the link, including 'A kitchen ready for a cookery lesson at the Round Table Cookery school in Haywards Heath' and 'Man taking selfie at Ouse Valley Viaduct'. There are also non-descriptive links labelled 'Sign up', 'View Website' and 'View Map'.
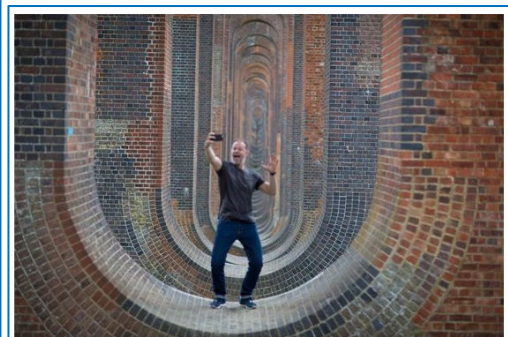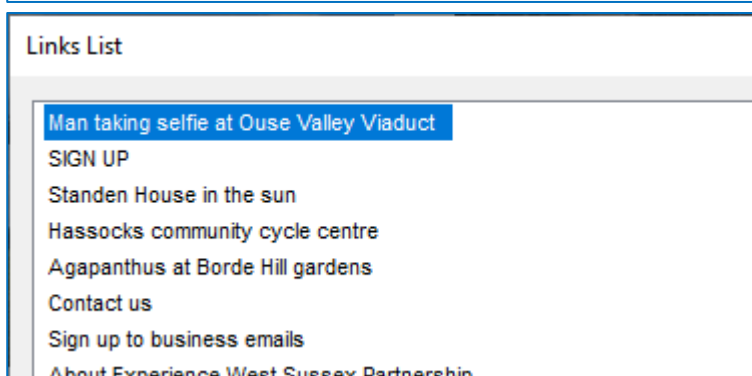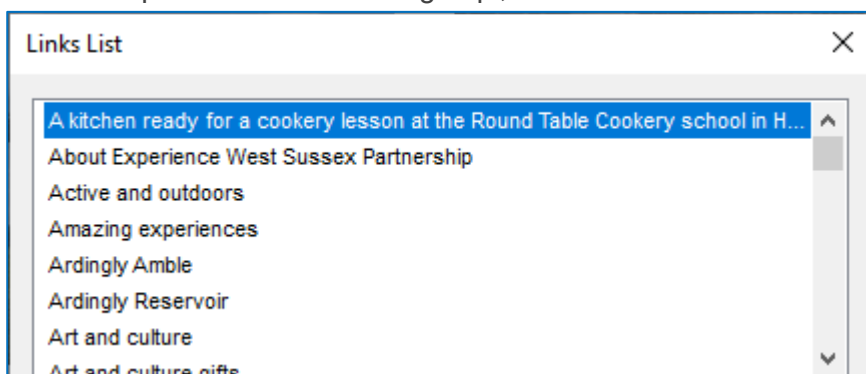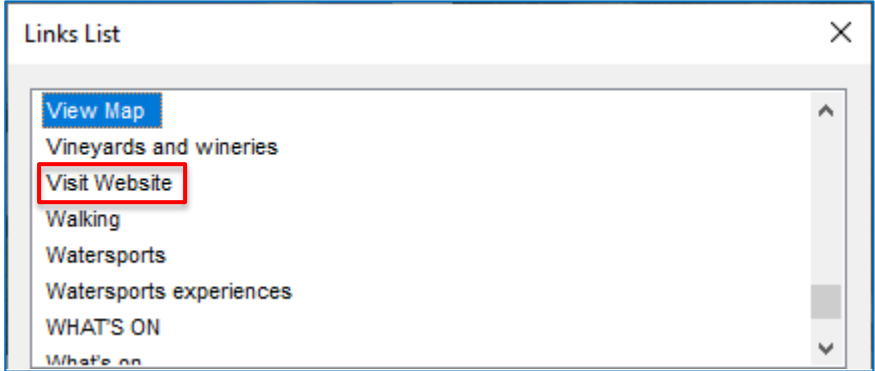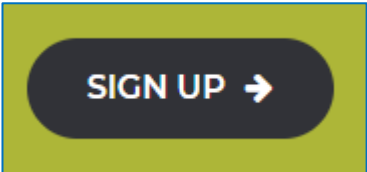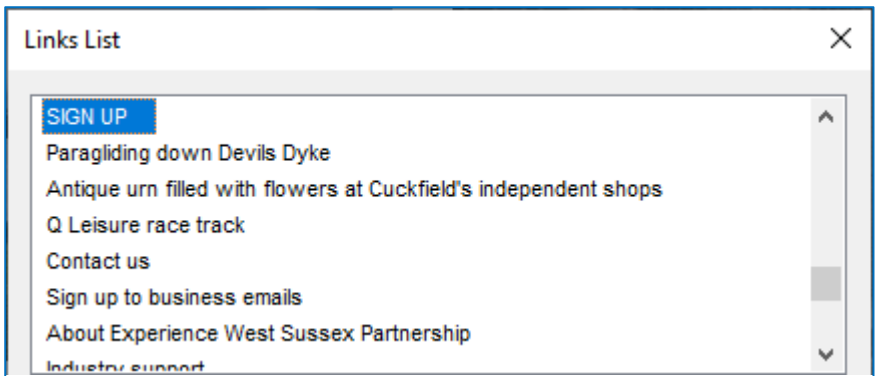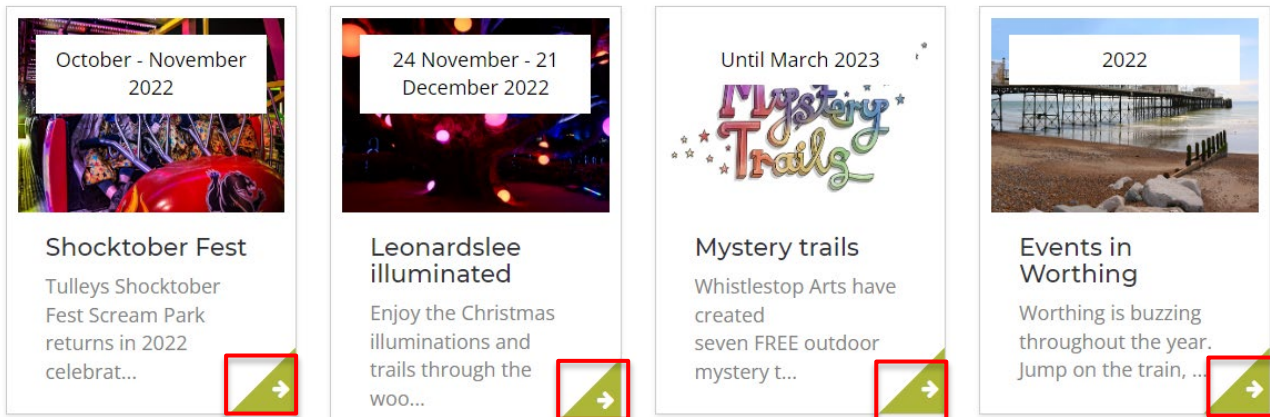
On the 'Things to do in Chichester and surrounding' page, there is a non-descriptive link labelled 'A Slice of Cake'.
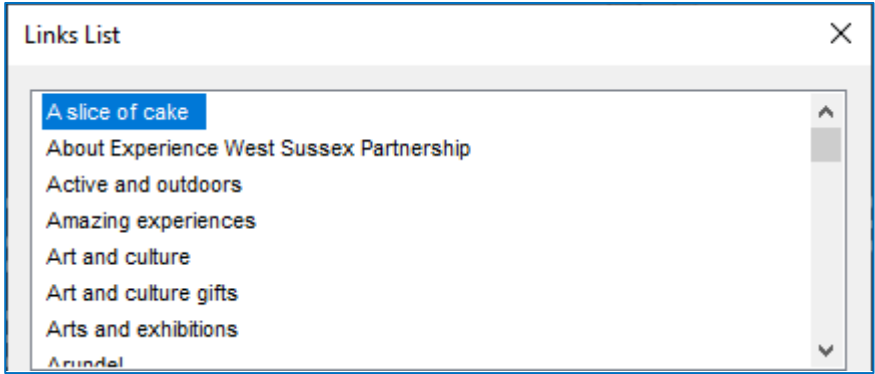
On the 'Kids Activities & Family Events In West Sussex' page, there are 16 links that have been given titles instead of link titles, these were presented to NVDA users as empty links. The titles are all labelled 'Read more' and lead to different destinations, resulting in them being non-descriptive links. This issue is present on several pages.
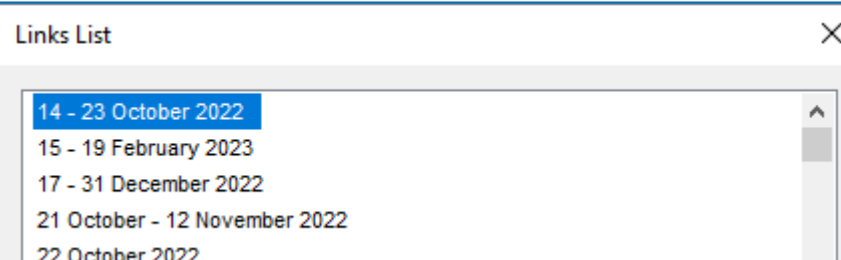

```
<a href="https://www.experiencewestsussex.com/shocktober-fest/" class="more" title="Read more">…</a>
== $0
```

```
<a href="https://www.experiencewestsussex.com/leonardslee-illuminated/" class="more"
title="Read more">…</a> == $0
```

```
<a href="https://www.experiencewestsussex.com/mystery-trails/" class="more"
title="Read more">…</a> == $0
```
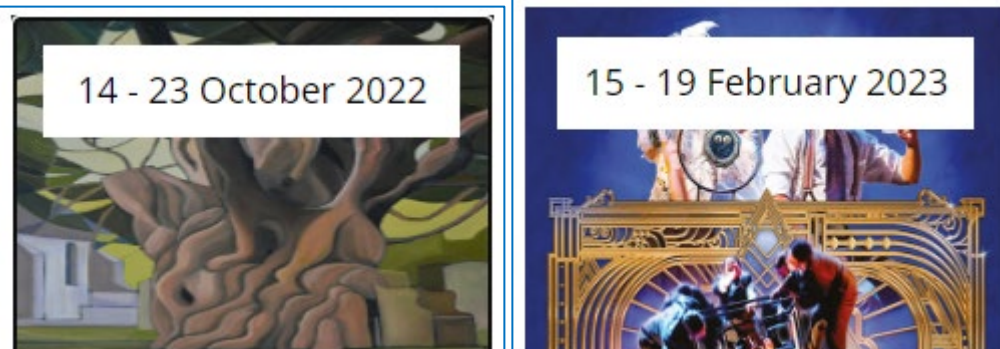
```
<a href="https://www.experiencewestsussex.com/worthing/" class="more"
title="Read more">…</a> == $0
```

The 'Kids Activities & Family Events in West Sussex' page also contains several non-descriptive links where the link is just labelled with dates, and 2 non-descriptive links labelled 'Glow Wild promotional image showing the enchanting winter lantern trail at Wakehurst, Kew's wild botanic gardens24 November 2022 - 1 January' that lead to different destinations and is describing the image and not the link's destination. There are also several other image links on the page that are describing the image and non the link's destination.

17 - 31 December 2022

21 October - 12 November 2022

22 October 2022
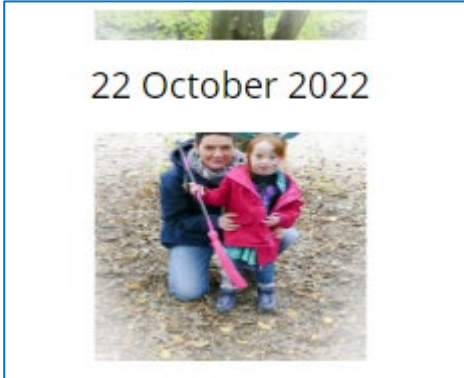
Links List ✕

Glow Wild promotional image showing the enchanting winter lantern trail at ...
Glow Wild promotional image showing the enchanting winter lantern trail at ...
Handmade crafts

24 November 2022 - 1 January 2023

24 November 2022 - 1 January 2023

Links List

A house overlooking a lake 3 - 21 October 2022
About Experience West Sussex Partnership
Active and outdoors
Amazing experiences
Art and culture
Art and culture gifts
Arts and exhibitions
Arts and exhibitions

3 - 21 October 2022

User Comments

"A link on the site that is labelled with no description makes it tough to determine whether to activate it, or not. A well labelled, working link will assist all users to locate a page, or start the process to finding the information they require. A poorly labelled link will leave the user wondering where the link will take them; or asking the question, 'Is this the right page?'
The correct labelling of links will give the user a quick and easy journey to the required information."

Alan Sleat
Screen Reader Assessor

Example Occurrences

https://www.experiencewestsussex.com/ouse-valley-viaduct/
https://www.experiencewestsussex.com/map/chichester-surrounding/
https://www.experiencewestsussex.com/whats-on/families/
https://www.experiencewestsussex.com/local-guides/beginners-guide-to-paddleboarding-in-west-sussex/

Action Required

1. Ensure the purpose of links can be determined from immediate context.
2. Provide additional context to links using CSS, ARIA-label or ARIA-describedby
3. Ensure links to non-HTML documents include file type and file size within the link text.
4. Where ARIA is used to provide context, ensure that the visual label appears in the aria label.

WCAG References

1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

2.4.4 Link Purpose (In Context): The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A)

Further Information

Link text should be a clear description to the destination of the link. It should avoid vague content such as 'click here' and 'more information'. More information on how to display links can be found on http://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-refs.html

For links within a paragraph, consider rewording the paragraph to make the links more understandable.

TOWER OF LONDON A 1000-year old fortress, the Tower of London is an iconic landmark in our capital and is the home of the Crown Jewels. Discover the history of this royal palace, prison and fortress and meet the Beefeaters sharing fascinating tales from years ago. Book your tickets **here**.	**TOWER OF LONDON** A 1000-year old fortress, the Tower of London is an iconic landmark in our capital and is the home of the Crown Jewels. Discover the history of this royal palace, prison and fortress and meet the Beefeaters sharing fascinating tales from years ago. **Book Tower of London Tickets here**.

Where visual amendments to the link cannot be made, consider one of the following methods of providing additional content to the end of the link.

Using CSS
Normal Code
```
<a href='/news/page2.html'>2</a>
```
Adapted Code
```
<a href='/news/page2.html'>
<span class="sr-only">Go to directory page</span>2</a>

CSS
sr-only {position: absolute; margin-left: -9999px;}
```

Using ARIA
Normal Code
```
<a href='/news/page2.html'>2</a>
```
Adapted Code
```
<a href='/news/page2.html' aria-label='Go to directory page 2'>2</a>
```

Note: display:none will hide content from screen readers as well as sighted users.

STAS-F07: Link Styling

Description

Links are fundamental part of website content. They allow users to move from page to page, or to a new part of an existing page. Links can be attached to text, images, or other HTML elements.

While some links may be visually evident from page design and context, some links are added to body text and may blend in to the surrounding paragraph.
When links share the same size, weight, style, and font face as surrounding text, they lack purpose and identity, and can be hard for users to distinguish from surrounding text.
To add purpose and to help low-vision users, links are commonly underlined or bolded to give a non-colour identifier. This should be present without the use of mouse or keyboard focus.

On the 'beginners-guide-to-paddleboarding-in-west-sussex' page there are some links that only convey their function through a change of colour.

> town's Purple Award-winning nightlife make it a great base for a weekend break. Littlehampton's mile-long gently shelving beach is another popular spot, as are the beaches just along the coast at busier Bognor Regis and Felpham (top tip: bag a beach-front table at Felpham's Lobster Pot café for a post-paddle cup of coffee or

> upper stretch from Arundel through the Arundel Wetland Centre to finish at the Riverside Tea Rooms in Amberley is just as

On the 'whats-on/families' page there are some links that only convey their function through a change of colour.

> can create mosaics at Fishbourne Roman Palace, and for the little explorers out there, take a trip to Arundel Wetland Centre for hands-on discovery, including a Pond Explorer Station. The county also offers a wide range of family friendly accommodation, to suit

On the 'ouse-valley-viaduct' page there are some links that only convey their function through a change of colour.

> Make a day of it with the Ardingly Amble. Start at Haywards Heath Station and enjoy a beautiful 13km (8 mile) walk to Balcombe Station, taking in the sights of Ardingly Reservoir and the Ouse Valley Viaduct.
>
> If you are driving please park at the Ardingly Reservoir Car Park. It

On the 'chichester-surrounding' page there are some links that only convey their function through a change of colour.

Cultural explorers won't be disappointed, with highlights including the renowned Chichester Festival Theatre, the outstanding British Modern Art collection at Pallant House Gallery, and The Novium museum built over the ruins of a Roman bathhouse.

For fresh air and space to breathe, cycle to the sea on the Salterns Way, walk in the deer park of Petworth House, or stroll along the scenic Chichester Canal.

Close to the city of Chichester is the Goodwood Estate, with world famous annual motor sport events, and one of the most picturesque racecourses in the country, and don't miss Midhurst, the home of the South Downs National Park.

User Comments

"The link presented within this paragraph is a slightly different colour to the surrounding text however the colour combination fails one of the minimum ratios. It was very difficult to find these links without a strong colour difference or underlining. The link does become underlined when my cursor is hovered over it, however this means I have to sweep the whole page looking for links."

Sam Hopkins
Readability Assessor

Example Occurrences

https://www.experiencewestsussex.com/local-guides/beginners-guide-to-paddleboarding-in-west-sussex/
https://www.experiencewestsussex.com/whats-on-families/
https://www.experiencewestsussex.com/ouse-valley-viaduct/
https://www.experiencewestsussex.com/map/chichester-surrounding/

Action Required

1. Ensure that links are distinguishable from surrounding text using a non-colour identifier
2. Ensure that any non-colour identifiers are present without the need for mouse hover or keyboard focus
3. Where colour is used, ensure that is contrasts with the background with at least a ratio of 4.5:1 and with surrounding text of 3:1.

WCAG References

1.3.3 Sensory Characteristics: Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, color, size, visual location, orientation, or sound. (Level A)

1.4.1 Use of Color: Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A)
> *Note:* This success criterion addresses color perception specifically. Other forms of perception are covered in Guideline 1.3 including programmatic access to color and other visual presentation coding.

1.4.11 Non-text Contrast: The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s): (Level AA)
- User Interface Components: Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author;
- Graphical Objects: Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed.

STAS-F08: Duplicate Links

Description

When adjacent links go to the same location (such as a linked product image and an adjacent linked product name that go to the same product page) this results in additional navigation and repetition for keyboard and screen reader users.
If possible, combine the redundant links into one link and remove any redundant text or alternative text (for example, if a product image and product name are in the same link, the image can usually be given alt="").

When testing the website, it was found that there are instances where there are text links and heading links present in close proximity. Screen reader users can find duplicated links confusing, and keyboard users find that duplicated links present extra links to navigate to.

On the homepage there 11 instances where there are 2 links next to each other that link to the same destination, one as the text link and the second as the heading link.
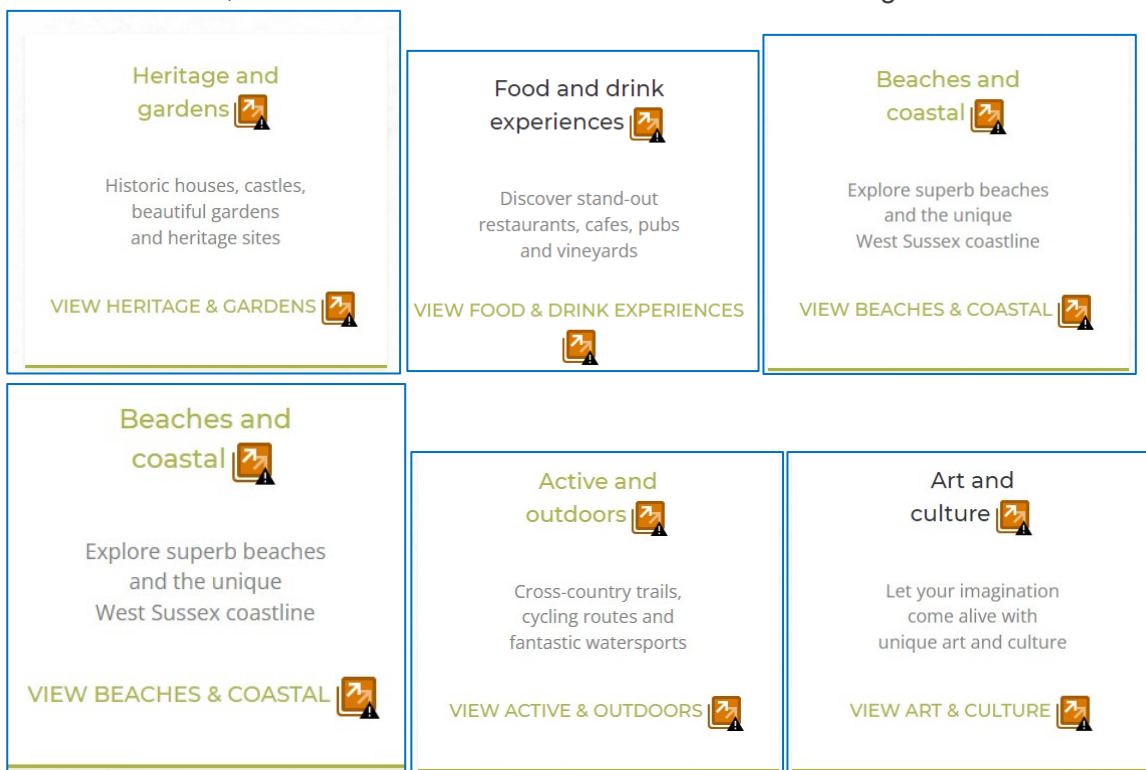
Nature and wildlife

Get back to nature and discover new wildlife in the countryside

VIEW NATURE & WILDLIFE

Spa and wellbeing

Avoid the hustle and bustle and find the perfect place to relax

VIEW SPA & WELLBEING

Watersports

Learn the basics or advance your skills on the water in West Sussex

VIEW WATERSPORTS

Things to do

View memorable activities and attractions in our beautiful location

VIEW THINGS TO DO

Places to stay

Find the perfect accommodation in West Sussex

VIEW ACCOMMODATION

Food and drink

Tickle your taste buds with outstanding places to eat and drink

VIEW FOOD AND DRINK

```html
<a href="https://www.experiencewestsussex.com/things-to-do/heritage-gardens/">
    Heritage and
 <br>

 gardens
</a>
```

```html
<a href="https://www.experiencewestsussex.com/things-to-do/heritage-gardens/">
    VIEW HERITAGE & GARDENS
 </a>
```

On the homepage there 9 instances where there are 2 links next to each other that link to the same destination, one as the text link and the second as the image link.

Things to do

What's on

Places to stay

Food and drink

User Comments

"When navigating through the homepage, there were two links that were duplicated within a paragraph which can be confusing."

Alan Sleat
Screen Reader Assessor

Example Occurrences

https://www.experiencewestsussex.com/
https://www.experiencewestsussex.com/map/chichester-surrounding/

Action Required

1. Combine the text and image links into one hyperlink and use alt=""
2. Add aria-hidden=true and tabindex="-1" to the <a> attribute of the image link.
   This will remove the link from keyboard users tab navigation and will remove the link from screen readers view

WCAG References

1.1.1 Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)

2.4.4 Link Purpose (In Context): The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A)

Further Information

To avoid duplicate link text you can create linked images. Code for this can be seen below:

Bad:
```
<a href="BBC.co.uk">BBC Homepage</a>
<a href="BBC.co.uk"><img src="bbclogo.jpg" alt="BBC Homepage"></a>
```

Good Option 1:
```
<a href="BBC.co.uk">
    <img src="bbclogo.jpg" alt="">BBC Homepage
</a>
```

Good Option 2:
```
<a href="BBC.co.uk">BBC Homepage</a>
<a href="BBC.co.uk" tabindex="-1" aria-hidden="true">
    <img src="bbclogo.jpg" alt="BBC Homepage">
</a>
```

STAS-F09: Missing Alt Text

Description

All images must contain a valid alternative text to allow screen readers to hear the description of the image. If an item is used for decoration, a null alt attribute should be included (alt=""), to hide the items from Screen Reading software. It will cause less confusion, while making the website more usable and accessible as a result.

Furthermore, an image with a null ALT attribute should not have a TITLE or ARIA label attributes, as it can impact on screen reader users as follows:

>JAWS: Ignores all images with ALT="".
>NVDA: Reads some images with ALT="" and a TITLE or ARIA label.
>WindowEyes: Reads images with ALT="" and a TITLE or ARIA label.
>VoiceOver Reads images with ALT="" and a TITLE or ARIA label.

There are a number of instances where images are missing alternative text.

On the homepage there are 4 spacer images missing an alternative text attribute. This issue is present on multiple pages throughout the site.
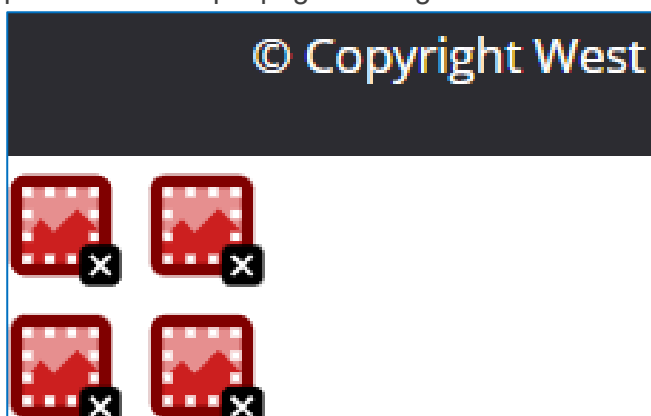
User Comments

"If an Image is not clearly described with an Alt Text', and only has the file number to it, then it makes it impossible for a screen reader user to know what it is depicting.
Some people may have seen before and, so, having the interaction of an image being described, brings the page alive for them.
In addition, people will not worry that they are missing vital information that is being given within the image."

Alan Sleat
Screen Reader Assessor

Example Occurrences

https://www.experiencewestsussex.com/
https://www.experiencewestsussex.com/local-guides/beginners-guide-to-paddleboarding-in-west-sussex/
https://www.experiencewestsussex.com/whats-on/families/
https://www.experiencewestsussex.com/ouse-valley-viaduct/
https://www.experiencewestsussex.com/map/chichester-surrounding/

Action Required

1. Ensure that all images used purely for decoration purposes have a blank alternative text attribute, i.e. alt="".
2. Ensure that all non-text content used as a link to other information is given a suitable descriptive alternative text to indicate what content is being linked to.
3. Ensure that any image with a null alternative text has no title attribute

WCAG References

1.1.1 Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)

- **Controls, Input:** If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to *Guideline 4.1* for additional requirements for controls and content that accepts user input.)
- **Time-Based Media:** If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to *Guideline 1.2* for additional requirements for media.)
- **Test:** If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content.
- **Sensory:** If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content.
- **CAPTCHA:** If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities.
- **Decoration, Formatting, Invisible:** If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology.
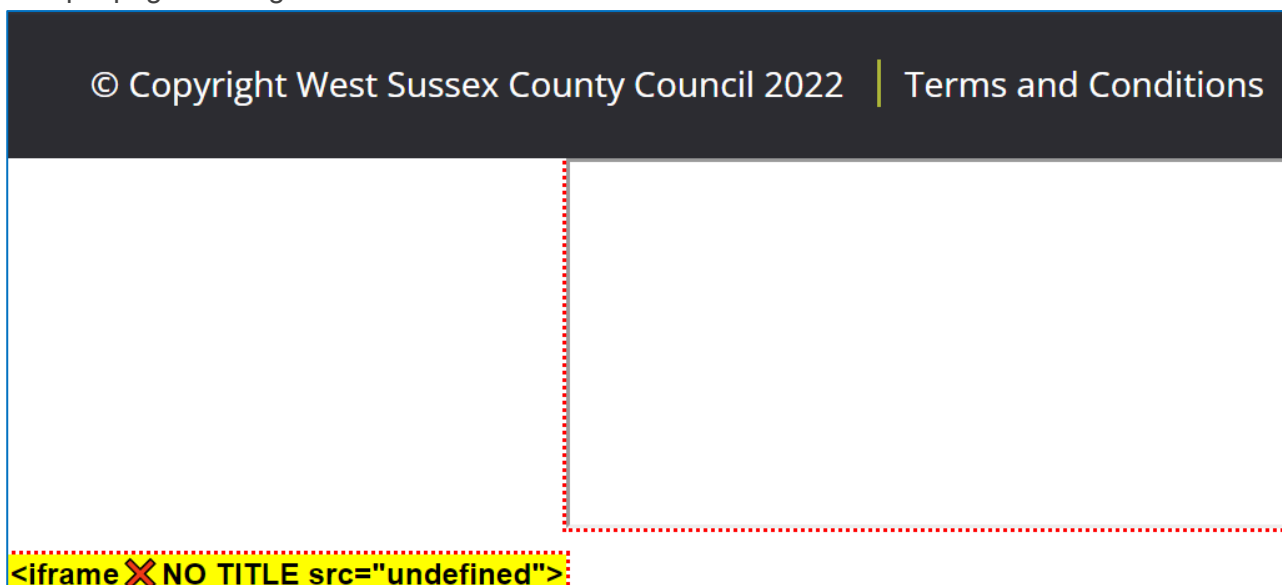
STAS-F10: Untitled Frames

Description

There is a frame present on the site that does not contain a descriptive title. When a screen reader user hears a list of frames, the user needs to know the purpose of each one. When frame titles are not present, screen readers look for other sources of information, such as the frame's name attribute or file name. Sometimes these other sources of information are not very helpful at all. If a frame is given a name or filename of "default.htm" (or something equally non-descriptive), there is really no way to know what each frame contains, other than by having the screen reader read through the content.

Alternative content must also be provided for browsers that do not support frames. For example <iframe src='file.htm'>Alternative content</iframe>

Note: Shaw Trust Accessibility Services realise that the content of frames are usually provided by a third party and are very difficult to alter. However, there should be some form of labelling within the frame to display some content to users or browsers that cannot display the frames' content.

On the homepage there is an untitled frame on the footer of the page. This issue occurs on multiple pages throughout the site.

On the 'chichester-surrounding' page there is an untitled 'maps' frame.

<iframe ❌ **NO TITLE:**

src="data:image/gif;base64,R0lGODlhAQABAAAACH5BAEKAAEALAAAAAABAAEAA

AICTAEAOw==">

User Comments

"I found that there was a frame present on the website that did not have a title. Including a frame title would assist screen reader users in understanding what the frame content will be. "

Alan Sleat
Screen Reader Assessor

Example Occurrences

https://www.experiencewestsussex.com
https://www.experiencewestsussex.com/map/chichester-surrounding/
https://www.experiencewestsussex.com/local-guides/beginners-guide-to-paddleboarding-in-west-sussex/
https://www.experiencewestsussex.com/whats-on/families/
https://www.experiencewestsussex.com/ouse-valley-viaduct/

Action Required

1. Ensure all frames are clearly labelled.
2. Place some alternative content in the <iframe> tag as a fallback should the content not load.

WCAG References

1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

2.4.1 Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)

STAS-F11: Mouse Dependant Areas

Description

All areas of a website should be accessible to users regardless of their navigation method, whether it is via mouse, keyboard or voice. Websites must accommodate all types of input methods with all areas being accessible to users using any of these types of input.

Some sections are easily accessible for a mouse user but this is not the case for a keyboard only users.

On the homepage, keyboard users are unable to access the carousel buttons, and are also unable to interact with the 'Browse by area' map.
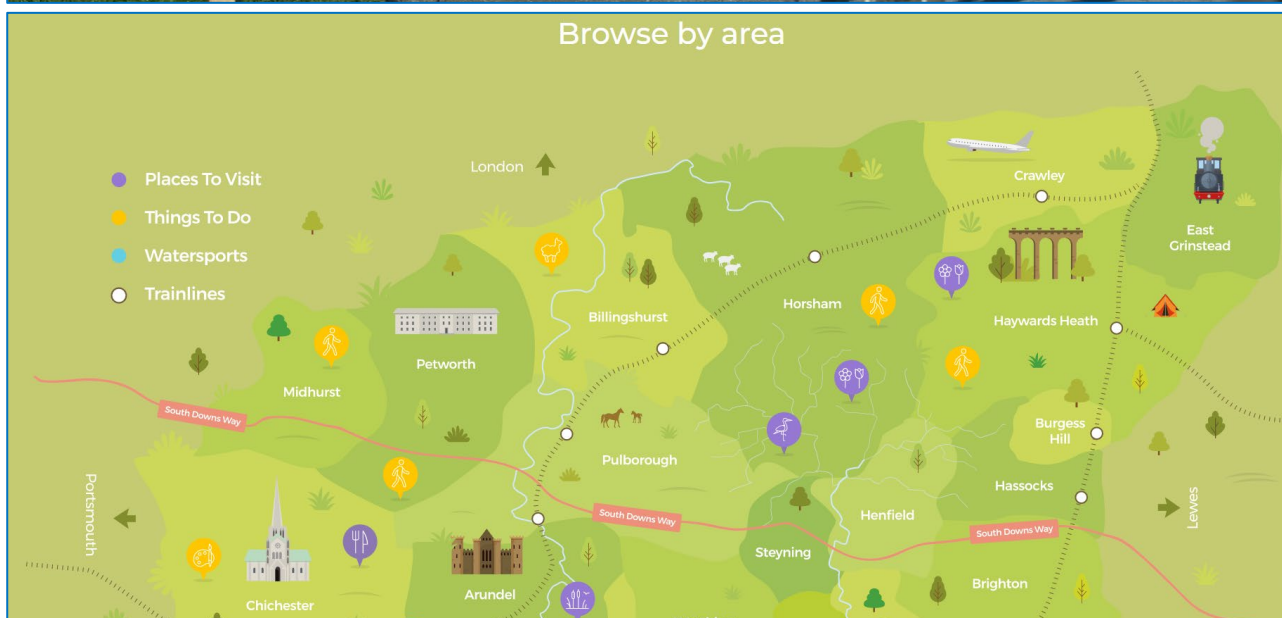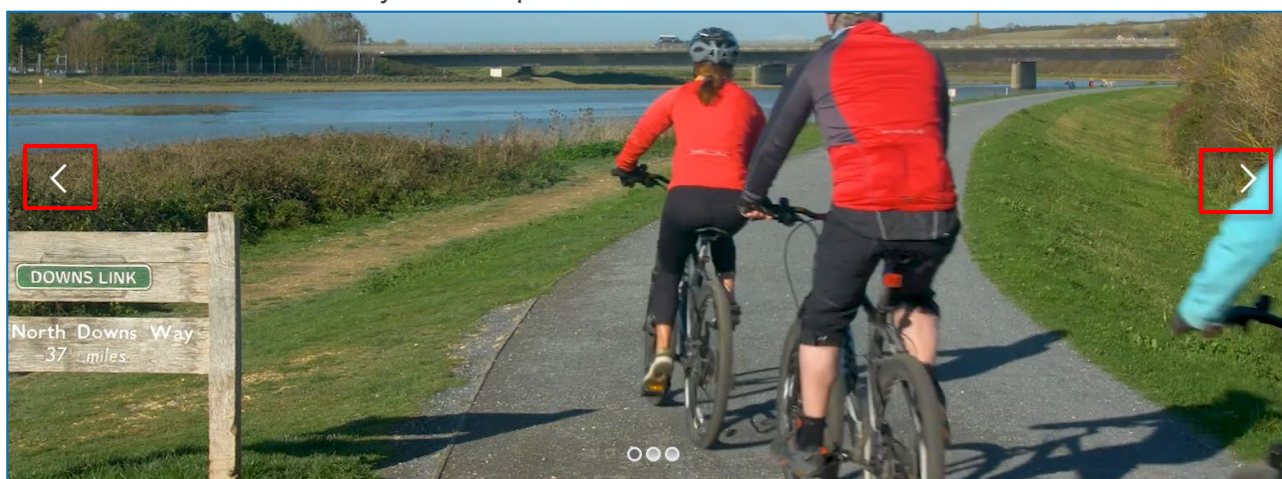
On the 'Kids Activities & Family Events In West Sussex' page, keyboard users are unable to access the filter elements to conduct a search. The users focus jumps from 'Families' in the breadcrumb trail to the 'Submit' button, bypassing the 'Location', 'Who is vising?', 'Facilities', 'Budget' and 'Season' elements.
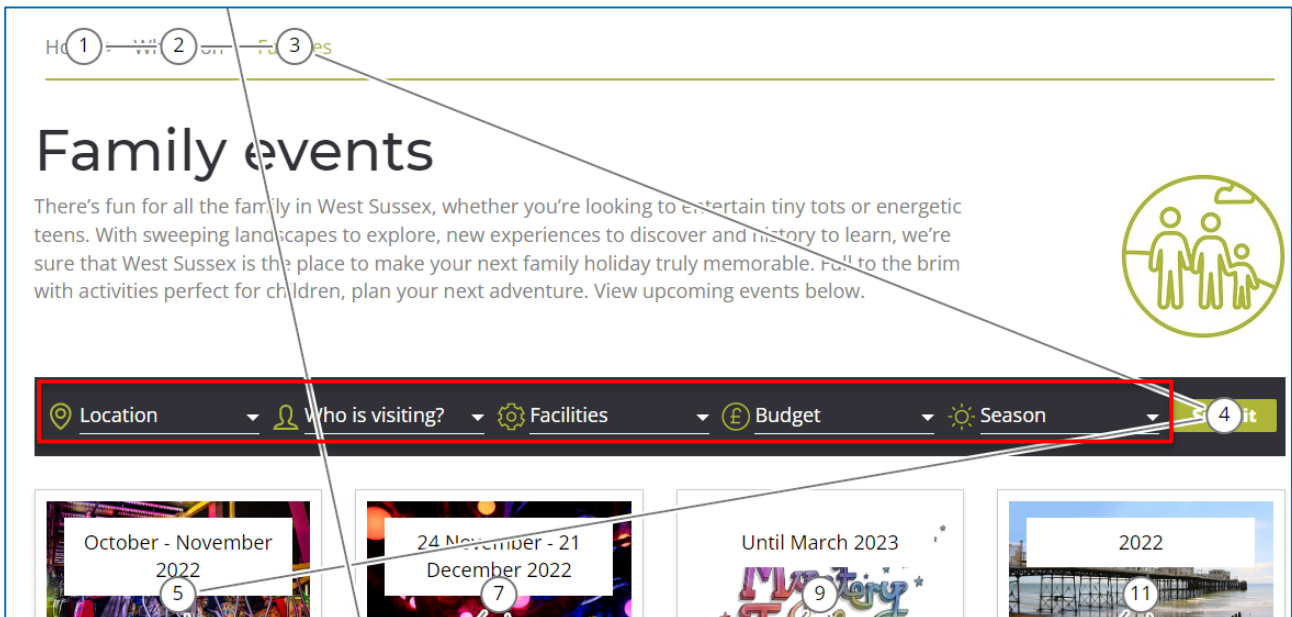
Occurrences

This issue occurs throughout the site.

Example Occurrences

https://www.experiencewestsussex.com/
https://www.experiencewestsussex.com/whats-on/families/

Action Required

1. Ensure that all elements on a page are accessible to keyboard only users.
2. Ensure that any onkeypress event handlers have a corresponding onkeydown or onkeyup event handler.
3. Ensure that any onmouse over event handlers have a corresponding onfocus event handler

WCAG References

2.1.1 Keyboard: All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. (Level A)

>*Note 1:* This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function (text input) does not.
>*Note 2:* This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.

1.4.13 Content on Hover or Focus: Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true (Level AA):

- **Dismissible:** A mechanism is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an input error or does not obscure or replace other content;
- **Hoverable:** If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing;
- **Persistent:** The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid.

STAS-F12: Unable to Pause Moving Content

Description

When moving content is provided, a mechanism should also be provided to pause the content. This gives users who need it, more time to read content.

The homepage has a carousel that alternates between 3 different states. This carousel is triggered automatically. There is no method to stop the movement. Users who require more time to read content may have difficulty reading the content, and the content is read out to screen reader users every time the status of the carousel changes.
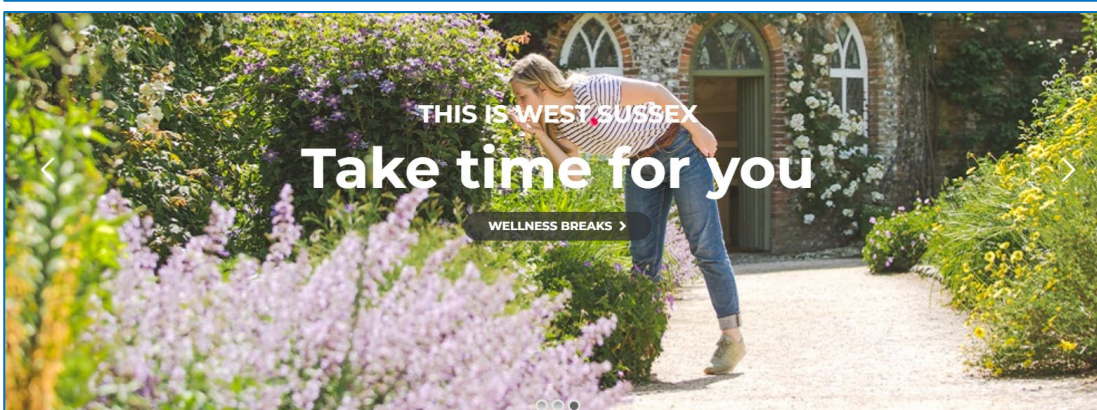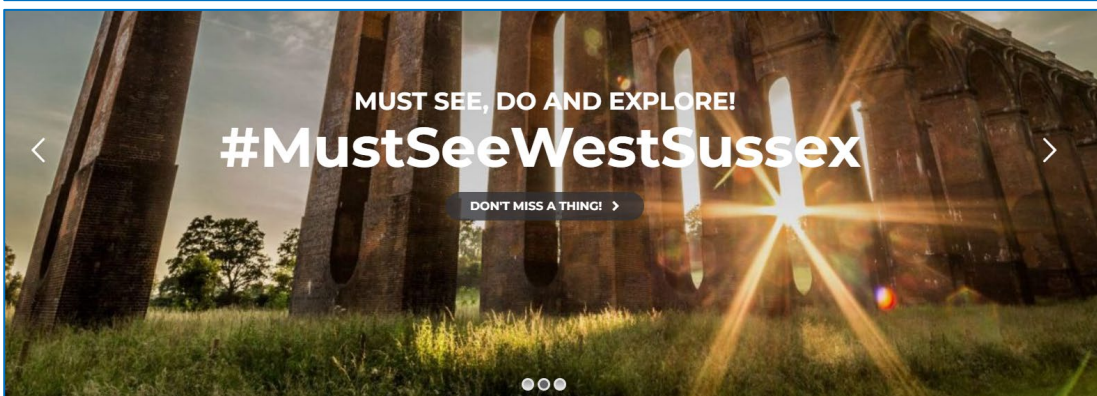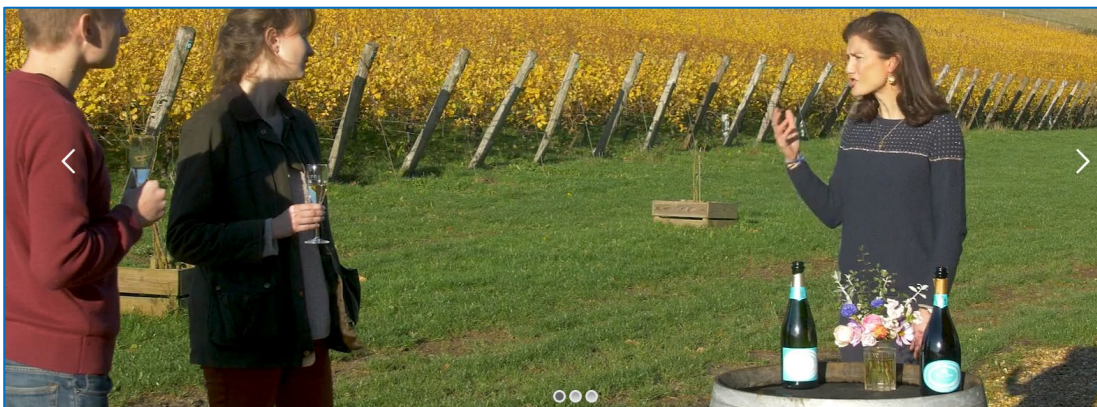
The 'Chichester and surrounding' page has a carousel that alternates between 5 different states. This carousel is triggered automatically. There is no method to stop the movement. Users who require more time to read content may have difficulty reading the content, and the content is read out to screen reader users every time the status of the carousel changes.

Discover picture-book England around Petworth

Clare takes a picture-perfect walk

VIEW STORY →

Escaping it all on top of Kingley Vale

Paula reflects on the varied beauty of West Sussex

VIEW STORY →

A backstage tour at Chichester Festival Theatre

Louise combines a backstage tour with a spot of vintage bargains

VIEW STORY →

Birdwatching at RSPB Pagham Harbour

Ed and his family enjoy birdwatching at Pagham Harbour

VIEW STORY →

Family ride around Chichester

Nicola and co enjoy a gentle two-wheeled adventure

VIEW STORY →

The 'Kids Activities & Family Events' page has a carousel that alternates between 5 different states. This carousel is triggered automatically. There is no method to stop the movement. Users who require more time to read content may have difficulty reading the content, and the content is read out to screen reader users every time the status of the carousel changes.

Example Occurrences

https://www.experiencewestsussex.com/
https://www.experiencewestsussex.com/map/chichester-surrounding/
https://www.experiencewestsussex.com/whats-on/families/

Action Required

1. Ensure there is a mechanism to pause and play any moving content
2. Ensure all controls are labelled correctly.
3. Ensure all controls are accessible via mouse and keyboard.

WCAG References

2.2.2 Pause, Stop, Hide: For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A)
- **Moving, blinking, scrolling:** For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and
- **Auto-updating:** For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential.

STAS-F13: Element Markup

Description

It is important to use the correct element for the correct purpose. For example a button for submitting data, or a link for navigating between pages. Assistive technology is designed to work with standard elements and informs the user of a range of options based on each element present. For example, a screen reader will inform the user that they can press enter to activate a link, or press space bar to select a radio button.

When non-standard markup is used to change the functionality of an item, screen readers and other assistive technology will not present these options and this may cause the element to be inaccessible to those users.

On the 'Kids Activities & Family Events In West Sussex' page, the carousel element has been marked as role=listbox but the required child role of 'group' or 'option' is not present. Screen reader users are presented with a listbox that has no option which could prove to be confusing to the user.


```
▼<div class="carousel-inner" role="listbox"> == $0
  ▶<div class="item">…</div>
  ▶<div class="item">…</div>
  ▶<div class="item active">…</div>
  ▶<div class="item">…</div>
  ▶<div class="item">…</div>
  </div>
```

Example Occurrences

https://www.experiencewestsussex.com/whats-on/families/
https://www.experiencewestsussex.com/map/chichester-surrounding/

Action Required

1. Ensure that all elements are correctly coded
2. Where a non-standard element is being used, ensure that the ARIA role attribute correctly identifies the element

WCAG References

3.2.3 Consistent Navigation: Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA)

3.2.4 Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)

4.1.2 Name, Role, Value: For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)

> *Note:* This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.

STAS-F14: HTML Markup Errors

Description

Valid HTML code ensures that a site is understood by a browser in the way the designer intended. Valid sites are more likely to be future proof, more likely to look good on a range of browsers and devices, should improve SEO rankings and are more likely to be compatible with assistive technology. Errors in HTML are easy to make but very hard to find and fix without a tool like a HTML validator. To ensure compatibility with browsers and assistive technology, each page should pass a HTML validator with no errors.

Some pages throughout the site have markup errors and parsing errors that may impact on assistive technologies and may cause screen readers to miss content. Markup errors like missing end tags mean screen readers may skip important content.

Note: This is an automated test carried out by the [W3C Markup Validation Service](https://www.experiencewestsussex.com/), however any HTML validator should produce the same results.

Page checked	Errors	Warnings
https://www.experiencewestsussex.com/	3	20
https://www.experiencewestsussex.com/map/chichester-surrounding/	6	19
https://www.experiencewestsussex.com/whats-on/families/	4	19
https://www.experiencewestsussex.com/ouse-valley-viaduct/	3	18
https://www.experiencewestsussex.com/local-guides/beginners-guide-to-paddleboarding-in-west-sussex/	15	18

Example Occurrences

https://www.experiencewestsussex.com/
https://www.experiencewestsussex.com/map/chichester-surrounding/
https://www.experiencewestsussex.com/whats-on/families/
https://www.experiencewestsussex.com/ouse-valley-viaduct/
https://www.experiencewestsussex.com/local-guides/beginners-guide-to-paddleboarding-in-west-sussex/

Action Required

1. Ensure that no HTML parsing errors exist and that can impact use of assistive technologies.

WCAG References

4.1.1 Parsing: In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. (Level A)

> *Note:* Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete.

4.1.2 Name, Role, Value: For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)

> *Note:* This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.

Priority AA Issues

STAS-F15: Insufficient Colour Contrast

Description

The combination of text and background colour should be set to create an easy to read website. Using colours that are similar for the background and foreground can cause blocks of text to become difficult to read. Alternative stylesheets can be used to change the appearance of the page and provide an alternative with a stronger contrast.

The minimum colour contrast ratio between the foreground and background should be at least 4.5:1. For large text, the ratio can be lowered to 3:1.
Text is considered large if it is
- greater than 18 point (approx. 24px) or
- greater than 14 point (approx. 18.6px) if bolded (font-weight:700 or more).
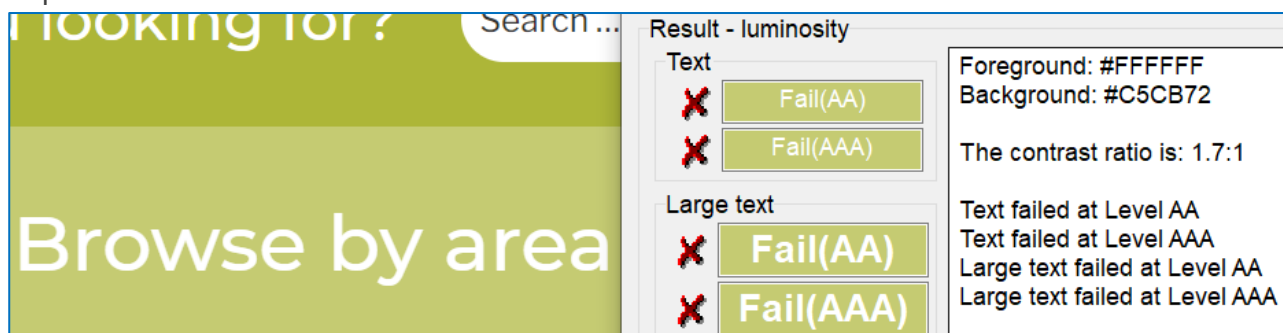
For interactive elements, the contrast between the element and the background should be 3:1.

Throughout the site there are combinations of colours that fall below the minimum contrast levels that make the text difficult to read.

The white on green on the 'Browse by area' text on the homepage fails colour contrast requirements with a ratio of 1.7.
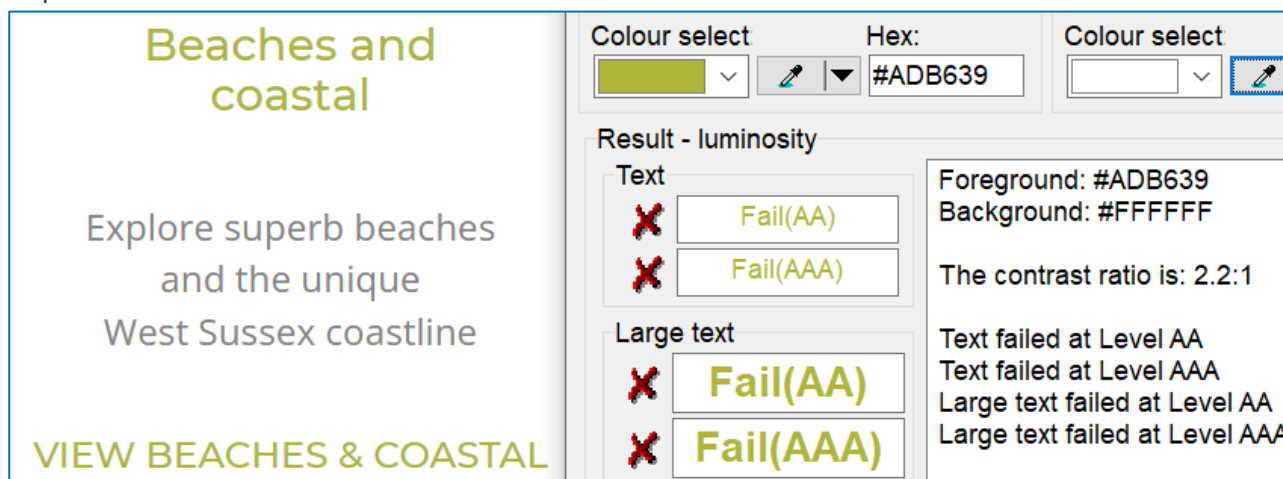
The green on white on the 'Great attractions await' section of the homepage fails colour contrast requirements with a ratio of 2.2.

The green on white interactive buttons at the top of the homepage fail colour contrast requirements with a ratio of 2.2. This issue is present on multiple pages throughout the site.

The white on green 'What are you looking for' text on the homepage fails colour contrast requirements with a ratio of 2.2.

The light grey text on a white background on the homepage fails colour contrast requirements with a ratio of 3.8 and a text size of 18px.
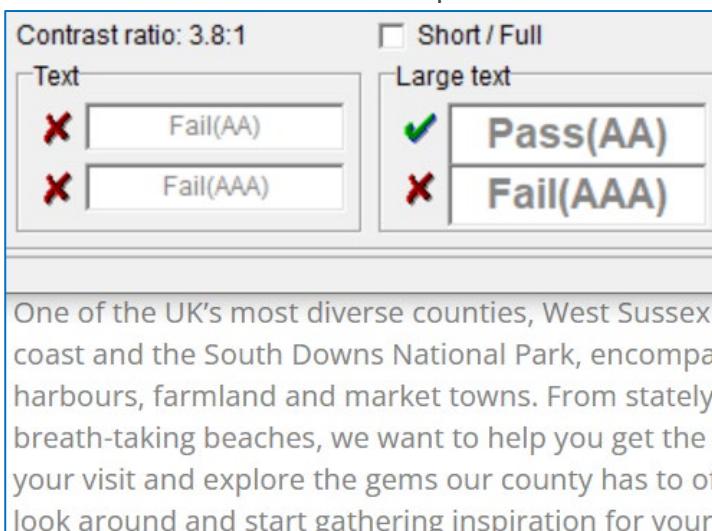
The white text on a green background of the 'Local guides' area on the 'Chichester-surrounding' page fails colour contrast requirements with a ratio of 2.2. This issue is present on multiple pages throughout the site.
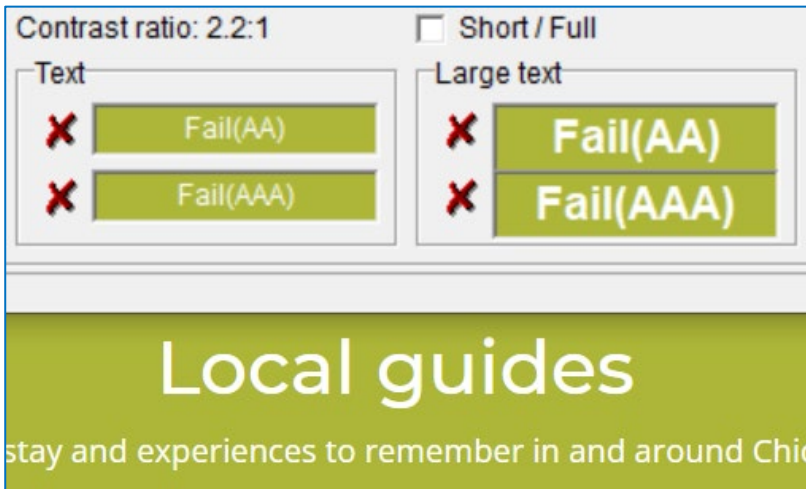
The light grey text on a white background on the 'chichester-surrounding' page fails colour contrast requirements with a ratio of 3.8 and a text size of 18px. This colour contrast issue is present on several pages tested.
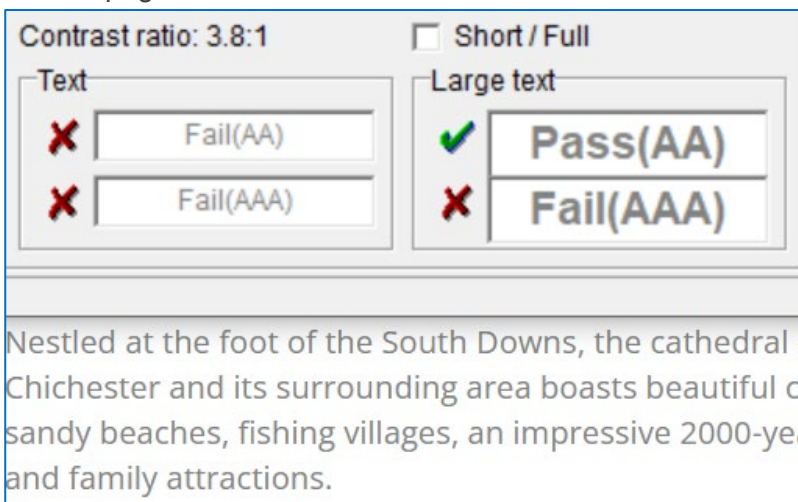
The white text on the green 'Submit' button on the 'whats-on/families' page fails colour contrast requirements with a ratio of 2.2.

The green 'Feeling inspired?' text on a light grey background on the 'Beginners Guide to paddleboarding' page fails colour contrast requirements with a ratio of 2.6.

The contrast between the blue links and grey text on the 'Ouse valley viaduct' page fails colour contrast requirements with a ratio of 1.2. This colour contrast issue is present on several pages tested.

User Comments

"There are a number of instances where the text is made harder to read because of the colour combination used. Changing either the foreground colour or background colour to make the combination stronger would help low vision and colour blind people read the content."

Sam Hopkins
Readability Assessor

Occurrences

This issue occurs throughout the site.

Example Occurrences

https://www.experiencewestsussex.com/
https://www.experiencewestsussex.com/map/chichester-surrounding/
https://www.experiencewestsussex.com/whats-on/families/
https://www.experiencewestsussex.com/local-guides/beginners-guide-to-paddleboarding-in-west-sussex/
https://www.experiencewestsussex.com/ouse-valley-viaduct/

Action Required

1. Ensure that all colour combinations meet the minimum ratio.
2. Ensure that all foreground and background colours have been specified.
3. Ensure that styling is used to increase the contrast of any browser defaults, especially for text boxes and other form inputs.

WCAG References

1.4.3 Contrast (Minimum): The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA)

- Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1;
- Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.
- Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.

1.4.11 Non-text Contrast: The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s): (Level AA)

- User Interface Components: Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author;
- Graphical Objects: Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed.

STAS-F16: Obscured Text

Description

Some users will need to view the text on a page or the page itself in different ways. One of the most common ways is through text resizing or page magnification.

When increasing the size of the text to 200% on the homepage, there is some overlapping and loss of content on the top banner of the page, this issue is present on several pages tested. There is also some illogical break up of the headings on the page.

When increasing the size of the text to 200% on the 'Ouse Valley Viaduct' page, there is some overlapping and loss of content, and several headings are broken up illogically.

When increasing the size of the text to 200% on the 'Chichester West Sussex' page, there is some overlapping and loss of content, and several headings are broken up illogically.

Nearby:

Arundel

Discover Arundel and its nostalgic charm...

Coastal Highlights

Discover coastal highlights in West Sussex...

South Downs National Park

Discover the stunning South Downs National Park...

When increasing the size of the text to 200% on the 'Kids Activities & Family Events In West Sussex' page, there is some overlapping and loss of content, and several headings are broken up illogically.

3 - 21 October 2022

Deer rut guided walk

Discover more about the annual deer rut in the park on this ...

15 - 30 October 2022

Room on the Broom adventure

Only 10-minutes from Haywards Heath, Visit Wakehurst this Oc...

October 2022

A spooktacular event and woodland walk

Visit Chichester's Aldingbourne County Centre this October a...

14 - 23 October 2022

Sullington art exhibition

Sullington Manor Farm is holding its third art exhibition in...

3 - 21 October 2022

Deer rut guided walk

Discover more about the annual

15 - 30 October 2022

Room on the Broom adventure

Only 10-minutes

October 2022

A spooktacular event and woodland walk

14 - 23 October 2022

Sullington art exhibition

Sullington Manor Farm is

When increasing the size of the text to 200% on the 'Beginner's guide to paddleboarding' page, there is some overlapping and loss of content, and several headings are broken up illogically.

Or do all three!

Thanks to recent innovations such as top-quality inflatable boards that don't compromise on toughness, it's never been easier to learn stand-up paddleboarding. The world's fastest growing sport is relatively simple to get the hang of and you won't need loads of practice before you're able to set out on your own, but it's definitely worth having a lesson or two to kick things off.

Start with a SUP school in West Sussex

West Sussex's waters are home to heaps of excellent

Relaxing around Chichester Harbour

Debbie recharges with a walk i...

Kayaking the Shoreham stretch

Robert goes offshore in style...
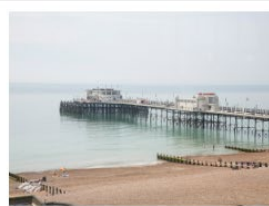
Five of our favourite seaside retreats

For a quintessential

In search of secret swimming spots and learning to SUP

Start with a SUP school in West Sussex

An expert guide to rockpooling

You will need: Buckets or clea...

A Vespucci Adventures guide to West Sussex

At Experience West

Occurrences

This issue occurs throughout the site.

Example Occurrences

https://www.experiencewestsussex.com/
https://www.experiencewestsussex.com/ouse-valley-viaduct/
https://www.experiencewestsussex.com/map/chichester-surrounding/
https://www.experiencewestsussex.com/whats-on/families/
https://www.experiencewestsussex.com/local-guides/beginners-guide-to-paddleboarding-in-west-sussex/

Action Required

1. Ensure that when text is resized to 200% there is no loss of content.

WCAG References

1.4.4 Resize text: Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA)

Advisories

STAS-A01: Links to Non-HTML Documents

Description

Links to non-HTML documents often omit their file type and file size in a way that can be determined by assistive technologies. Sometimes an image of the file type and textual file size is included on the page, but is not part of the link; this will therefore not be picked up by assistive technology as easily as if it were part of the link itself

Links to non-HTML documents should open in a new window or a new tab. This is because certain file types may open in a browser plugin by default, which can cause issues for assistive technology users. Users may find that they cannot navigate back to the previous page, making navigation difficult. Opening documents in a new window/tab enables these users to close the window with the open file and return to their previous location.

On the 'Ouse Valley Viaduct' page there is a link to a PDF that does not contain the file type and size information.

User Comments

"When a Non HTML document has no indication alongside the link of its format, it is very problematic for a Screen Reader User. Furthermore, whether they have the software to read such a document. Therefore, the link that opens a non-HTML document should have information of the format and size alongside the link. The inclusion of this information will allow people the full knowledge of what format the document is in, and whether they have the software to read such a format; or whether there may be an issue in reading it within that format.
In addition, the information about the size of the document may determine the time it may take to upload, or the memory they have on their device.
Clear information on links of this kind will assist everyone using the site, and encourage them to open the information."

Alan Sleat
Screen Reader Assessor

Example Occurrences

https://www.experiencewestsussex.com/ouse-valley-viaduct/

Recommendation

1. Ensure links to non-HTML documents include file type and file size within the link text. For example Annual Report (PDF, 87kb)

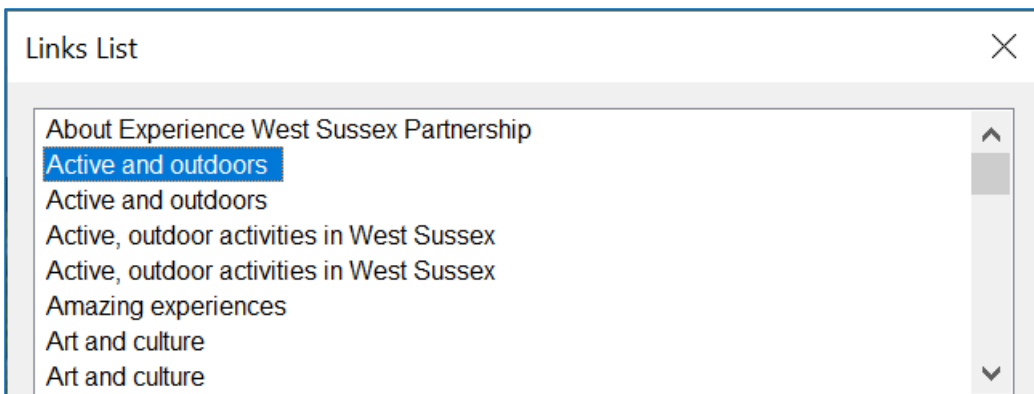# STAS-A02: Accessibility Statement

Description

An accessibility statement will allow disabled users to check if there are any features implemented on the site to enhance a user's experience. Many users with disabilities will look for the accessibility statement before viewing a site. They would expect to find information on how to use the site, what measures have been taken to ensure accessibility is important, and also any limitations the site may have due to third party applications.

The Government Digital Service recommends that the accessibility statement has the following sections:

- How accessible this website is
- What to do if you cannot access parts of this website
- Reporting accessibility problems with this website
- Enforcement procedure
- Contacting us by phone or visiting us in person
- Technical information about this website's accessibility
- Non accessible content
  - Non-compliance with the accessibility regulations
  - Disproportionate burden
  - Content that's not within the scope of the accessibility regulations
- How we tested this website
- What we're doing to improve accessibility

There was no evidence of an accessibility statement present during testing.

Links List

About Experience West Sussex Partnership
Active and outdoors
Active and outdoors
Active, outdoor activities in West Sussex
Active, outdoor activities in West Sussex
Amazing experiences
Art and culture
Art and culture

User Comments

"When viewing the site, I found no evidence of an accessibility statement. Including information relating to how different user groups, such as screen reader users can navigate the website using specific instructions etc. and including any limitations of the site, would provide users with relevant information that will improve the user experience.

Alan Sleat
Screen Reader Assessor

Occurrences

This issue occurred throughout the site

Example Occurrences

https://www.experiencewestsussex.com/
https://www.experiencewestsussex.com/ouse-valley-viaduct/
https://www.experiencewestsussex.com/map/chichester-surrounding/
https://www.experiencewestsussex.com/whats-on/families/
https://www.experiencewestsussex.com/local-guides/beginners-guide-to-paddleboarding-in-west-sussex/
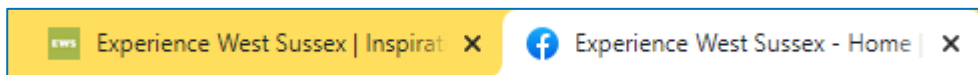
Recommendation

1. Include a descriptive accessibility statement with links from all pages

STAS-A03: Users not notified of Links Opening in a new Window / Tab
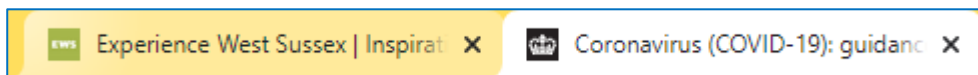
Description

When a link is activated it can either open the linked content in the same window or it can force the content to appear in a new window or tab. There are a number of links that open in a new window/tab without prior notification. When a new window/tab is utilised the user must be informed of this before they activate any link. If a user is not aware that they have been placed in a new window/tab, this can cause issues when the user attempts to use browser controls to move back a page. As they are in a new window/tab, the only way to get back to the previous page will be to close the current window.

On the homepage and throughout the site, the 'map' link and social media links open in a new window without informing the user. Furthermore, the 'Covid-19 Advice' link on the footer of the page opens in a new window without informing the user.

On the 'Ouse Valley Viaduct' page, the 'Visit Website' link opens in a new window without informing the user.

Occurrences

This issue occurs throughout the site.

Example Occurrences

https://www.experiencewestsussex.com/
https://www.experiencewestsussex.com/ouse-valley-viaduct/
https://www.experiencewestsussex.com/map/chichester-surrounding/
https://www.experiencewestsussex.com/whats-on/families/
https://www.experiencewestsussex.com/local-guides/beginners-guide-to-paddleboarding-in-west-sussex/

Recommendation

1. Ensure that users are notified of links that open in a new window or tab.
   a. By adding visual text content to the link, e.g. [BBC (Opens in a new window)](#)
   b. By adding an icon with a suitable alt text to the link text, e.g. [BBC](#) ⬈

   ```
   <a href="https://www.bbc.co.uk">
       BBC<img src="new.png" alt="Opens in a new windows">
   </a>
   ```

Shaw Trust is a charity which was founded in the village of Shaw, Wiltshire in 1982.

Our Vision:

Shaw Trust believes that everyone has the right to employment, inclusion and independence.

Our Purpose is to:

Focus on people who experience barriers related to disability, health and other disadvantages, providing personalised support to enable them to work, gain independence and control and contribute to family and community life.

Influence policy and improve the lives of disabled and disadvantaged people.

By working with businesses, commissioners and partner organisations, we've helped over 450,000 people achieve employment, inclusion and independence.

If you would like to know more about
Shaw Trust please contact us today.
Call: 01225 716300
Email: info@shaw-trust.org.uk
Web: www.shaw-trust.org.uk

Shaw Trust

INVESTORS IN PEOPLE

POSITIVE ABOUT DISABLED PEOPLE