

CHECKLIST

ACCESSIBILITY ESSENTIALS

GENERAL ATTITUDE & COMMUNICATION

- ❑ Speak directly to guests, not to assistants or interpreters
- ❑ Offer support proactively (“How can I support you?”)
- ❑ Adapt to the guest’s pace, be patient, and listen actively
- ❑ Use clear, plain language, avoid technical terms, and allow enough time
- ❑ Provide information, such as check-in documents, in accessible formats (digital, plain language, audio)

GUESTS WITH HEARING IMPAIRMENTS OR DEAFNESS

- ❑ Maintain eye contact and make sure your face is clearly visible (use supportive body language)
- ❑ Speak clearly, slowly, and calmly (support lip reading, do not over-articulate)
- ❑ Offer written communication (e.g. by providing note paper, using a smartphone)
- ❑ Use visual signals (e.g. light signals instead of acoustic cues)

GUESTS WITH MOBILITY IMPAIRMENTS

- ❑ Check accessibility (e.g. table height, wheelchair access, reachability up to max. 110 cm)
- ❑ Offer support proactively, but never act without asking first
- ❑ Offer alternative check-in options (e.g. in the lobby or lounge area)
- ❑ Provide mobile writing surfaces or clipboards
- ❑ Make handles, controls and other operating elements easy to reach (e.g. door handles, light switches, ordering terminals, and control panels)

TECHNICAL SUPPORT FOR GUESTS WITH HEARING AIDS

- ❑ Activate the induction loop system and offer its use
- ❑ Speak clearly, include pauses, and reduce background noise
- ❑ Technical considerations:
Adjust volume appropriately, keep the recommended distance (approx. 1–5 m), avoid interference from metal objects or electronic devices
- ❑ Organisation:
Label the system clearly, train staff in how to use it

GUESTS WITH VISUAL IMPAIRMENTS OR BLINDNESS

- ❑ Approach guests proactively and offer support
- ❑ Give directions clearly and specifically (e.g. “two steps in front of you”)
- ❑ Offer guidance (e.g. by offering an elbow and walking slightly ahead)
- ❑ Allow enough time for the use of assistive tools (e.g. screen readers)
- ❑ Offer help with signatures (e.g. by using templates, guiding the guest’s finger)

GUESTS ON THE NEURODIVERGENT SPECTRUM (e.g. ADHD, AUTISM)

- ❑ Provide a clear structure: communicate information clearly, simply, and in a structured way
- ❑ Create a low-stimulus environment (e.g. lighting, noise level, crowds)
- ❑ Offer quiet spaces for conversations or rest
- ❑ Be flexible with usual social expectations (e.g. avoid forcing eye contact)

GUESTS WITH COGNITIVE DISABILITIES, LEARNING DIFFICULTIES, OR NEURODIVERGENCE

- ❑ Use short, clear sentences in clear language and avoid technical terms
- ❑ Offer to repeat information and actively check understanding (“Does that make sense?”)
- ❑ Provide written information in plain language
- ❑ Give step-by-step instructions (e.g. for check-in processes, orders, or program overviews)
- ❑ Use visual support (e.g. symbols, pictograms, or images)

ASSISTANTS, SIGN LANGUAGE INTERPRETERS, AND ASSISTANCE DOGS

- ❑ Assistants may act on behalf of the person they accompany (e.g. for signatures)
- ❑ Allow assistance dogs in all areas (exception: kitchens and storage areas)
- ❑ Know how assistance dogs are identified (service vest or harness)

Note on concept and content: The conceptual framework and specialist content of this Toolbox were developed by myAbility. The information provided has been compiled to the best of our knowledge and reflects the information available at the time of publication. No guarantee is given as to the accuracy, completeness, currency, or precision of the content. We recommend independently verifying relevant content or seeking expert advice where necessary.

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