

Warwick District Council

Headline Accessibility Review

16 April 2020

Author(s)

Marcela Maneos

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Executive Summary

A Headline Review of the **Warwick District Council** website has been conducted. This is a rapid, light-touch accessibility review.

The overall accessibility health score is detailed in <u>Scores</u>, along with a breakdown of the scores on each page. The pages in scope are detailed in <u>Pages Reviewed</u>.

The review consists of 8 tests, detailed in <u>Appendix A</u>. For each test, the page is rated using the following scale.

- 3 / Green: minimal or no issues found.
- 2 / Amber: issues were found that could delay or confuse users.
- **1 / Red:** issues were found that will likely cause severe difficulties or block users entirely from completing user journeys.
- **N/A:** the test was not relevant for the page.

Tests rated as 1 or 2 will also mean that the pages are non-complaint with the <u>Web</u> <u>Content Accessibility Guidelines 2.1 Level AA</u>.

Recommendations for solving these issues are detailed in Appendix B.

Please note that issue caused by repeated components, such as mega menus, have only been included on the first page in scope with the relevant component.

Let us help you

If you have any questions or would like to arrange an online session to go through this review, please email <u>accessibility.services@abilitynet.org.uk.</u>

Scores

Using the below scales, each page has been given an accessibility score. This is represented as a percentage.

- 100% to a score of 3 for all tests.
- **50%** equivalent to a score of 2 for all tests.
- **0%** would be equivalent to a score of 1 for all tests.

This allows a means of presenting an average score per page to compare accessibility with different sampling sizes.

Please note that issue caused by repeated components, such as mega menus, have only been included on the first page in scope with the relevant component.

Score Average

Average Score	89%
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Score by Page

Pages	1	2	3	4	5
Average Scores	86%	83%	100%	86%	92%

Score Breakdown

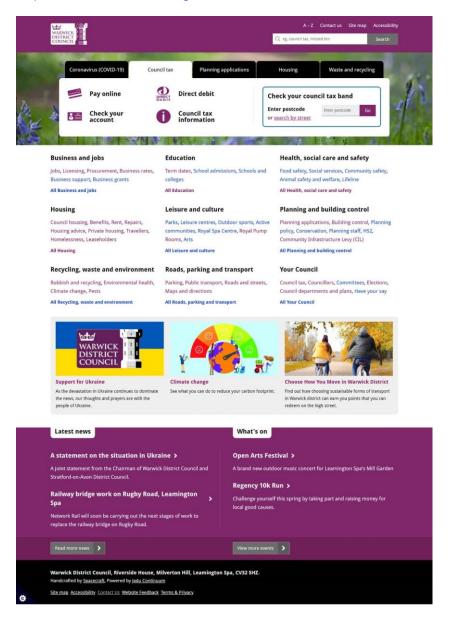
Pages, Checks	1	2	3	4	5
Structure	3	3	3	2	2
Keyboard	2	3	3	3	3
Skip Links	3	N/A	N/A	N/A	N/A
Fields and Components	3	1	3	3	3
Alternative Text	2	3	3	3	3
Layout	3	3	3	3	3
Colour	3	3	3	3	3
Moving Content and Multimedia	N/A	N/A	N/A	2	N/A

Pages Reviewed

The following 5 pages were reviewed for this headline review:

Page 1: Homepage

https://www.warwickdc.gov.uk/site/





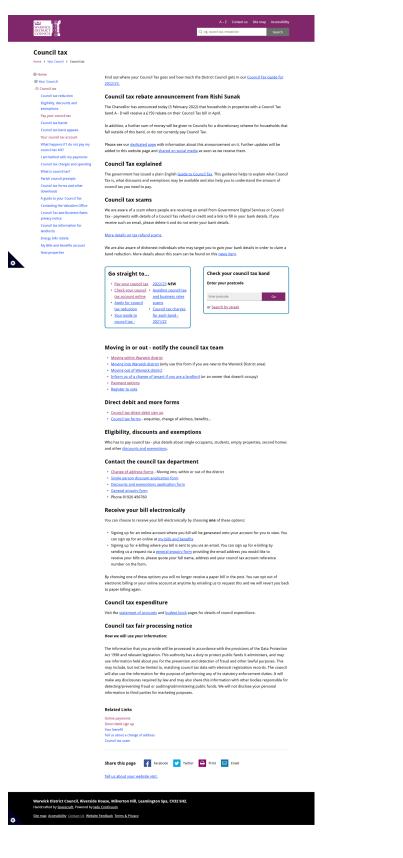
Page 2: Change of address - moving within Warwick district

https://www.warwickdc.gov.uk/xfp/form/331

	A – Z Contact us S	ite map Accessib Search
		Jearen
Change of address - moving within Warwick district		
Home > Online forms > Change of address - moving within Warwick district		
/our details		
Title		
First name (Required)		
Last name (Required)		
Find your address (Required)		
Postcode		
		Lookup 🕨
Enter your postcode and select 'lookup'. If your address isn't listed, please select the 'I cannot find my property' option.		
Phone number (Required)		
Email (Required)		
Please confirm your email address (Required)		
Would you like to sign up to an online account and receive your bills electronically?		
Yes, receive electronic billing via an online account		
Details on how to set up your online account will be sent to you.		
< Previous		Next
Varwick District Council, Riverside House, Milverton Hill, Leamington Spa, CV32 5HZ.		
armer bistriet counten, Arterstae nouse, anderton nin, zeanington spa, ersz snz.		

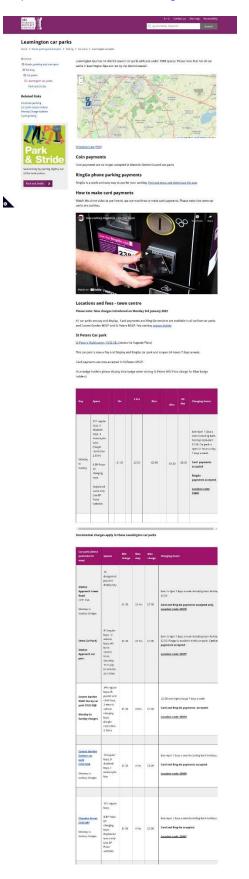
Page 3 – Council tax

https://www.warwickdc.gov.uk/info/20593/council_tax



Page 4: Learnington car parks

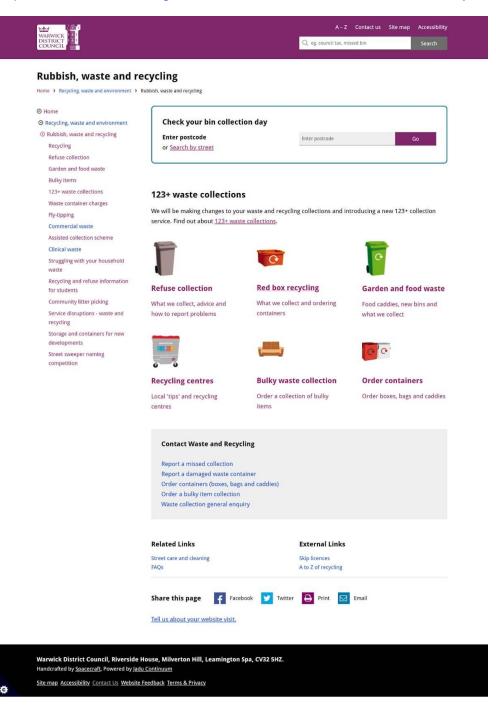
https://www.warwickdc.gov.uk/info/20546/leamington_car_parks



AbilityNet

Page 5: Rubbish, waste and recycling

https://www.warwickdc.gov.uk/info/20465/rubbish_waste_and_recycling



Review breakdown

This section details the issues found during the review and suggested amendments.

Page 1 – Homepage

Check	Score	Notes
Structure	3	Heading structure is logical. Heading semantics used appropriately.
	2	The focus order is illogical.
Skip Links	3	The skip links become visible when receiving keyboard focus. They correctly move the focus down the page.
Fields and Components	3	All elements have labels and names. All labels and are associated correctly.
Alternative Text	2	Less than 10 decorative images have inappropriate alt text.
Layout	3	Browser zoom works. There is no lost content or functionality. The page reflows appropriately at 400% browser zoom.
Colour	3	Content or functionality does not rely on colour. All text pass contrast.
Moving and Multimedia Content	N/A	There is no multimedia, moving or blinking content on the page.

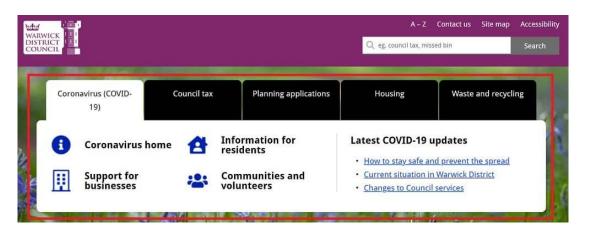


Figure 1: Page 1 - The keyboard focus is not logical within the tabbed interface. After activating a tab using keyboard, the focus does not move to the activated panel.

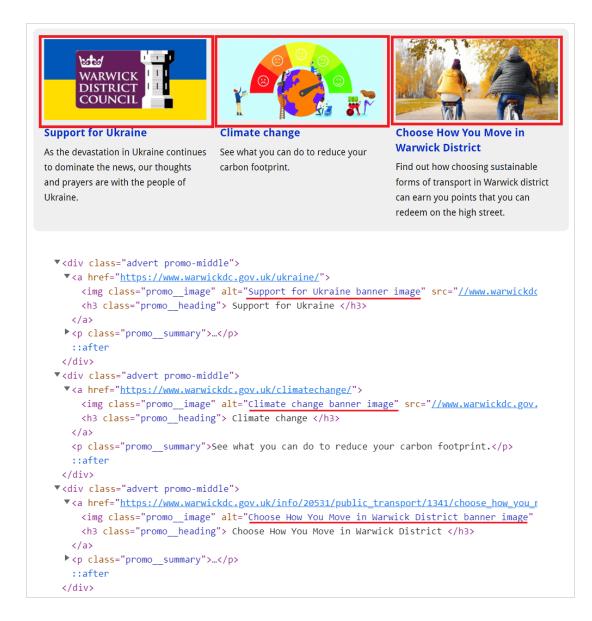


Figure 2: Page 1 – Decorative images that do not convey meaning or unique information have inappropriate/redundant text alternative. They should use an empty alt attribute



Page 2 – Change of address - moving within Warwick district

Check	Score	Notes
Structure	3	Heading structure is logical. Heading semantics used appropriately.
Keyboard	3	No keyboard trap. Every component can be used with a keyboard or has an alternative. Logical focus order. Everything indicates focus.
Skip Links	N/A	This has already been reported on page 1.
Fields and Components	1	5 or more errors are not associated correctly.
Alternative Text	3	All images have appropriate alt text.
Layout	3	Browser zoom works. There is no lost content or functionality. The page reflows appropriately at 400% browser zoom.
Colour	3	Content or functionality does not rely on colour. All text pass contrast.
Moving and Multimedia Content	N/A	There is no multimedia, moving or blinking content on the page.



Your details
Title
<u>!</u> First name <i>(Required)</i>
This is a required field
! Last name <i>(Required)</i>
¿Last hame (<i>Requireu</i>)
This is a required field
<pre><div class="form_control js-question form_controlerror" id="error_1"></div></pre>
<pre><em class="formrequired-note" title="(Required)"> (Required) </pre>
<pre><div class="form_component form_componenttext-field"></div></pre>
<pre>\[toput class="formfield" id="qdb4fad2a6fb902f93e2926b317b2f715f156cb44" type="text" name="qdb4fad2a6fb902f93e2926b317b2f715f156cb44" value</pre>
maxlength="255" autocomplete="off" aria-required="true">
▼#shadow-root (user-agent)
<div></div>
<pre><pre><pre><pre>class="form_error-message"> This is a required field </pre></pre></pre></pre>

Figure 3: Page 2 – The "Change of address" form errors are not associated with their input fields using aria-describedby and id attributes



Page 3 – Council tax

Check	Score	Notes
Structure	3	Heading structure is logical. Heading semantics used appropriately.
Keyboard	3	No keyboard trap. Every component can be used with a keyboard or has an alternative. Logical focus order. Everything indicates focus.
Skip Links	N/A	This has already been reported on page 1.
Fields and Components	3	All elements have labels and names. All labels are associated correctly.
Alternative Text	3	All images have appropriate alt text.
Layout	3	Browser zoom works. There is no lost content or functionality. The page reflows appropriately at 400% browser zoom.
Colour	3	Content or functionality does not rely on colour. All text pass contrast.
Moving and Multimedia Content	N/A	There is no multimedia, moving or blinking content on the page.



Page 4 – Learnington car parks

Check	Score	Notes
Structure	2	Less than 3 headings have not been marked-up.
		No keyboard trap.
Keyboard	3	Every component can be used with a keyboard or has an alternative.
noysourd		Logical focus order.
		Everything indicates focus.
Skip Links	N/A	This has already been reported on page 1.
Fields and Components	3	There are no forms or errors available on this page. All buttons have labels and names.
Alternative Text	3	All images have appropriate alt text.
Layout	3	Browser zoom works. There is no lost content or functionality. The page reflows appropriately at 400% browser zoom.
Colour	3	Content or functionality does not rely on colour. All text pass contrast.
Moving and Multimedia Content	2	Moving content can be stopped. Video content does not have transcripts or audio descriptions, as appropriate.

Car park (Select postcode for map)	Spaces	Min charge	Max stay	Max charge	Charging hours
	19 designated pay and display bay				

Figure 4: Page 4 - the "Incremental charges apply in these Learnington car parks" visually styled heading is not marked up as a heading

How to make card payments

Watch this short video to see how to use our machines to make card payments. Please note that some car parks are cashless.



Figure 5: Page 4 - YouTube video does not have transcripts



Page 5 – Rubbish, waste and recycling

Check	Score	Notes
Structure	2	Illogical heading structure, parent and child headings using the same level.
Keyboard	3	No keyboard trap. Every component can be used with a keyboard or has an alternative. Logical focus order. Everything indicates focus.
Skip Links	N/A	This has already been reported on page 1.
Fields and Components	3	All elements have labels and names. All labels are associated correctly. There are no errors messages available on the page.
Alternative Text	3	All images have appropriate alt text.
Layout	3	Browser zoom works. There is no lost content or functionality. The page reflows appropriately at 400% browser zoom.
Colour	3	Content or functionality does not rely on colour. All text pass contrast.
Moving and Multimedia Content	N/A	There is no multimedia, moving or blinking content on the page.



Figure 6: Page 5 - parent and child headings are using the same level <h2>

Appendix A: Headline Review Tests

The following tests are used during the Headline Review process. Due to the brevity of the process, these tests are not designed to pick up all accessibility issues but instead give an indication of where accessibility issues need further investigation.

Check	WCAG Equivalent(s)	Evaluation
Structure		Check that the heading structure is logical and appropriate.
	Info and Relationships	Check that the heading elements are using heading semantics.
		Check that non-heading elements are not using heading semantics.
Keyboard	Keyboard	Check that the interactive elements are keyboard operable.
	<u>No Keyboard Trap</u>	Check there are no keyboard traps.
	Focus Order	Check that the focus order is logical.
	Focus Visible	Check that focus indicator is displayed throughout.
Skip Links		Check that there are navigational skip links.
	Bypass Blocks	Check that the skip links become visible when they receive focus.
		Check that the skips links move focus appropriately.
Fields and Components	Labels and Instructions	Check that all interactive elements (form fields and components) have labels or accessible names, this includes icon buttons.
	Info and Relationships	Check that any labels are associated with the fields.
	Error Identification	
	Name, Role, Value	Check that any errors are described through text.
		Check that errors are associated with the fields.



Alternative Text	Non-Text Content	Check that images have appropriate alt attributes. This includes decorative and informative images, as well as image links.
Layout	<u>Resize Text</u> <u>Reflow</u>	Check that browser zoom works. Check that content or functionality is not lost at 200%, 300%, 400% Check with 400% browser zoom that content reflows correctly.
Colour	<u>Contrast</u> <u>Use of Colour</u>	Check that there is not text colour contrast failures. Check that colour is not relied upon to communicate content or functionality.
Moving and Multimedia Content	Audio-only and Video- only (Prerecorded) Audio Description or Media Alternative (Prerecorded) Captions (Prerecorded) Captions (Live) Pause, Stop, Hide	Check that automatically moving content (e.g. a carousel) can be paused or stopped. Check that multimedia has captions and a transcript, as appropriate. Check that captions are generally accurate.

Appendix B: Solution Suggestions

Structure

The heading structure must be logical and uses heading semantics. Avoid using CSS to create headings. These are not exposed correctly to assistive technology.

Avoid this Welcome to ACME.

Use heading levels to create a logical structure. Avoid using the levels for the style bundled with them. As well, use the levels to establish parent and child sections. Do not use the same levels and then use CSS to differentiate parent and child sections.

For example, avoid the following.

```
<h2 class="mediumHeading">News Stories</h2>
<h2 class="smallHeading">Record Profits in Q1</h2>
<h2 class="smallHeading">Lost dog found in CEO Safe</h2>
```

Avoid using heading semantics when the text in question does not title or categorise content. Do not add heading semantics for any large text.

For best practice on headings, see <u>WAI Tutorials - Headings</u>. You can test headings using <u>Web Developer</u>, <u>Headings Map (Chrome)</u> or <u>Headings Map (Firefox)</u>.

Keyboard

Users must be able to use Tab and Shift + Tab to navigate forwards and backwards through interactive elements. The order in which elements receive focus as you tab through the page should be logical, which is usually top-left to bottom-right.

There should be no areas where a keyboard user is trapped and cannot tab forwards or backwards. There are a few exceptional circumstances where traps are allowed, such using a temporary keyboard trap on a closable modal dialog.

When tabbing onto interactive elements, the focus must be visible. Avoid the outline: none CSS rule, unless you are creating your own focus styles.

Interactive elements should also respond to Return, Space, and Arrow keys. Return and Space are used to activate elements, such as buttons and links. Arrow keys are used to adjust elements, such as a dropdown list with several options.

For more information, see <u>W3 - Perspective Video - Keyboard</u>, <u>MDN - Keyboard</u>, <u>BBC GEL - Focus</u>, and <u>CSS Tricks - Focusing on Focus Styles</u>.

Skip Links

When keyboard users navigate onto a new web page, the keyboard focus defaults to the top of the page. This is expected behaviour, which is driven by web browsers.

The challenge is that keyboard users have to then tab through the page again. This can be time-consuming, particularly when there are large navigation menus.

Such that keyboard users can easily navigate pages; it is necessary to have skip links that allow users to jump over the blocks of content. With navigational skip links, it is standard to move focus onto the <h1> that opens the <main> container.

These need to be visible when users tab onto them, respond to the user pressing Return or Space, and move focus beyond whatever content is being skipped.

For more information on skip links, see <u>a11y Project - Skip Links</u>, <u>WCAG - G1</u> <u>Adding a link at the top of each page</u>, and <u>Your skip links are broken</u>.

Fields and Components

Assistive technology interface with the semantics. They use the name, role, and states, which are particularly important with form fields and components.

Many elements are named through internal text. For example, <button>Submit</button> is named "Submit" through the internal text.

Other elements are named through association. In the following example, the input field is named through the association created by the <label> semantics.

```
<label for="memAnswer">Where was your first job?</label><input id="memAnswer" type="text">
```

It can be necessary to specify names. This often happens with icons buttons with no visible text. The following example is named by the aria-label.

<button class="closeIcon" aria-label="Close"></button>

There can also be informative information that does not name the element. This is commonly seen with error messages, which describe fields rather than naming them. This is where aria-describedby is useful. In the following example, the error message is mapped to the hint of the input field. It does not overrule the label.

```
<label for="memAnswer">Where was your first job?</label>
<input id="memAnswer" type="text" aria-describedby="error">
<span id="error">The information entered does match our records</span>
```

For more information, see WAI Tutorials - Labels and WAI Tutorials - Notifying Users.

Alternative Text

Images are used in different ways to communicate different information. These require distinct approaches in order to make them accessible to all users.

There are decorative images. There are images or icons that do not convey more meaning than already present on the page.

These images should be marked as decorative. This prompts assistive technology to ignore the images, such that users are not told about decorative content.

This is done with an empty alt attribute. For example, .

There are informative images. There are images or icons that communicate information that is not otherwise available on the page.

These images should have alt text that describes the unique information. This prompts assistive technology to communicate the information to users.

For example, 01443 256590
01443 256990

There are functional images. There are images or icons that have some functionality associated with them, such as activating a link.

These images should have alt text that describes the functionality. This prompts assistive technology to communicate the functionality to users.

For example, .

For more information, see <u>WAI Tutorials - Decorative Images</u>, <u>Functional Images</u>, and <u>Informative Images</u>.

If the image is an SVG file, use the <title> and <desc> attributes, or ariahidden. For more information, see <u>CSS Tricks - Accessible SVGs</u>.

Layout

Different viewports can be more or less useful for different user groups. Diverse users access the same content on different devices with various browser settings.

To help support this, WCAG requires that websites allow users to increase the text size by 200%, which is most commonly achieved through browser zoom.

As well users must be able to zoom up to 400%, and the page must reflow into a single column, without requiring the user navigate up, down, left, and right.

Users must be able to perform the above without losing content or functionality.

The experience does not need to be identical. Different orientations give more or less access to screen real estate.

However, the content and functionality should be comparable. They should be able to complete the same core user journeys and access the same essential information.

Use the appropriate techniques for supporting various viewports. For example, use Flexbox techniques, such as <u>CSS Tricks - A Complete Guide to Flexbox</u>.

Colour

When colour is used as the exclusive means of perceiving information, it can create serious barriers, particularly for low vision and colour blind users.

Make sure that colour vision is not required to differentiate elements. For example, graphs can utilise patterns or textures, as well as text to communicate values. For more information, see <u>PSU - Charts & Accessibility</u> and <u>Princeton - Colour Alone</u>.

As well, to make sure that information is easily perceivable, WCAG requires that that the colour of text passes contrast requirement with the background colours.

For regular size text (e.g. 14pt bold, or 18pt, and below), the contrast ratio must be at least 4.5:1. For large text, the contrast ratio must be at least 3:1.

The colour contrast ratio between foreground and background colours can be tested with tools such as <u>Colour Contrast Analyser</u>

WCAG AA compliant colour palettes can be generated with tools such as <u>Colorsafe</u> and <u>Accessible Colour Matrix</u>.

Multimedia and Moving Content

Automatically moving content generally includes videos and carousels.

Avoid anything that start playing automatically. Such elements can be distracting and can cause difficulties, particularly for those with motion sensitivity.

If you must have automatically playing animations, such as a carousel, make sure that users can pause or stop this behaviour.

It is not acceptable to just pause the animation on mouse hover or keyboard focus. The user must be able to stop the moving content and navigate the rest of the page.

For an example carousel, see <u>WAI Tutorials - Carousel Concepts</u>.



As well, multimedia content must be accessible to all users. This involves communicating the audio or visual information in multiple formats.

For example, video-only or audio-only content must have an alternative, such as a podcast with a text transcript.

Videos that require captions have captions, as well as transcripts and/or audio descriptions. The exact requirements differ based on the video and WCAG levels.

WCAG Level A allows for audio descriptions or a transcript. WCAG Level AA is stricter and requires audio descriptions. Both can be time consuming and expensive.

We recommend the following approach.

First, caption your videos. Then use the captions to create transcripts. Note that captions and transcripts serve different user groups. Captions aid usage without hearing. Transcripts are particularly useful for those using screen readers and refreshable braille devices. These technologies cannot access captions.

Include the transcript adjacent the videos. For example, include a disclosure element under your videos, with which users can open and close a transcript panel.

Otherwise, review whether your videos require audio descriptions. Check whether they have visual information that gives users access to exclusive information.

WCAG has relaxed provisions for "Talking head" videos, where a transcript can be used in place of audio descriptions, due to the lack of meaningful visual information.

It is common that minor editorial decisions can mean that a video can require audio descriptions, or instead that a transcript is sufficient.

For example, a video where the speaker introduces themselves is distinct from a video where this same information is only available through some on-screen text.

For more information, see <u>WAI - Audio Content and Video Content</u>, which has articles such <u>Transcripts</u>, <u>Audio Descriptions</u> and <u>Captions</u>.

The WAI also have examples of videos with captions, audio descriptions, and interactive transcripts. For these videos, see <u>WAI - Perspective Videos</u>.

For information on implementing captions in common video players, see <u>YouTube -</u> <u>Add your own subtitles and closed captions</u> and <u>Vimeo - Captions and subtitles</u>.