

Creating Accessible, Inclusive, Warm Welcome Spaces

Space Leaders' Briefing – Pre-Recorded Video Script

Slide-by-Slide Breakdown (Approx. 2 Hours)

DRAFT – For Pre-Recorded, Scripted Video Delivery

Delivery Note: This script is written for a pre-recorded, scripted video. The presenter should speak warmly and directly to camera, as though talking to a trusted colleague. Pauses for reflection are noted throughout – these give viewers time to absorb key points. Where the original training included group activities, these have been adapted as reflective prompts for individual viewers.

Slide 1 – Title Slide – Creating Accessible, Inclusive, Warm Welcome Spaces

⌚ Approx. time: 0 mins

PRESENTER SAYS:

This is the opening title card. No spoken content is needed – the title and Warm Welcome branding appear on screen.

Slide 2 – What This Session Covers

⌚ Approx. time: 2 minutes


PRESENTER SAYS:

Hello everyone, and a really warm welcome. Thank you so much for giving your time to watch this session and for everything you already do as a Warm Welcome Space Lead.

Today's session is about how we can make our Warm Welcome Spaces feel accessible, inclusive and genuinely welcoming for as many people as possible. This isn't about getting everything perfect all the time – it's about being thoughtful, open and kind.

Here's what we'll be looking at:

We'll explore how Space Leaders can support access and inclusion in practical ways. We'll cover what we mean by equity, accessibility and inclusion, how to identify and remove common barriers, how to use the Inclusion Toolkit, and how to respond when things go wrong or feel tricky. We'll also talk about supporting guests and your volunteer team in ways that are inclusive and empowering.

 **Production note:** On screen: The session overview bullet points appear as the presenter talks through each one.

Slide 3 – Three Ingredients That Make More People Feel Welcome

⌚ *Approx. time: 4 minutes*


PRESENTER SAYS:

To start with, we're going to look at three ideas that work together to help people feel welcome: equity, accessibility and inclusion. They're connected, but they're not quite the same thing, and understanding the difference helps us respond better to individuals.

Equity is about recognising that people don't all start from the same place. For someone to experience a Warm Welcome Space in the same way as someone else, they might need different actions or different kinds of support. So equity isn't about treating everyone exactly the same – it's sometimes doing things differently in order to be fair.

Accessibility is about recognising that barriers exist, particularly for people from marginalised groups, and then finding ways to reduce or remove those barriers. Often, accessibility improvements help lots of people, not just one group.

Inclusion is about how a space feels. It's about creating an environment where people from all backgrounds feel they belong, feel valued, and feel that their presence genuinely matters. In an inclusive space, people aren't just allowed to be there – they're actively welcomed.

 **Production note:** *On screen: Each definition appears in turn as the presenter introduces it. Give each one a moment to land.*

Slide 4 – Why Be Inclusive?

⌚ *Approx. time: 3 minutes*

PRESENTER SAYS:

Warm Welcome Spaces should be inclusive because their very purpose – offering refuge, connection, and comfort – is undermined if any member of the community feels unwelcome or unable to access them.

People who most need these spaces often face intersecting barriers: disability, language differences, neurodivergence, poverty, cultural exclusion, or mental health challenges.

When spaces are designed with inclusion at their heart – through accessible venues, sensory-friendly options, diverse representation, and a genuine culture of welcome – they become places where everyone can show up as themselves.

Inclusion isn't an add-on. It's the foundation that makes a Warm Welcome Space truly warm.

Slide 5 – Why Work on This?

⌚ *Approx. time: 3 minutes*

PRESENTER SAYS:

We know that there are some groups who are less likely to access warm spaces, and which groups are not accessing us changes over time. However, we know that the people who are most likely to be isolated from services overall include those who live rurally or are isolated from public transport, solo families, people who may have disabilities, those from global majority communities, people who identify as LGBTQI+, those with mental health issues, refugees, asylum seekers and non-English speakers, Travellers and Roma communities, older men, and many other groups.

What is also key is that these are the communities often most impacted by fuel poverty and social isolation. They are in great need of Warm Welcome Spaces. So this work really matters.

Slide 6 – Cognitive Bias

⌚ *Approx. time: 2 minutes*

PRESENTER SAYS:

We all carry cognitive biases – mental shortcuts that shape how we respond to the people around us, often without us realising.

In warm welcome spaces, this might look like making assumptions about someone based on how they look, or feeling more comfortable helping people who seem “like us.”

Bias isn't a character flaw – it's how brains work. Our job isn't to be bias-free, but bias-aware: noticing when assumptions are doing our thinking, and choosing to respond differently.

Slide 7 – Anti-Discriminatory Practice

⌚ *Approx. time: 2 minutes*

PRESENTER SAYS:

Anti-discriminatory practice means actively challenging unfair treatment and the systems that allow it to continue – not just avoiding being discriminatory ourselves.

In a warm welcome space, this means being willing to step in when we see someone being treated differently because of their race, disability, gender, age, sexuality, or any other characteristic.

It also means looking at how our spaces operate and asking whether our processes, language, or environment might unintentionally exclude people.

Good intentions aren't enough on their own. Inclusive spaces require us to take responsibility for creating an environment where everyone is treated with dignity and respect.

Slide 8 – Anti-Oppressive Practice

⌚ *Approx. time: 2 minutes*

PRESENTER SAYS:

Anti-oppressive practice goes a step further by recognising that some people face deeper, structural disadvantages because of who they are – not just individual acts of discrimination, but patterns built into how society works.

In warm welcome spaces, this means understanding that the people walking through our doors may carry the weight of poverty, racism, ableism, or other forms of marginalisation that shape their daily lives.

Our role is to be mindful of power dynamics, avoid making people jump through hoops to access support, and ensure that the way we run our spaces doesn't mirror the very systems that have let people down. It's about standing alongside people, not above them. It's also about challenging our own ways of working to make sure we're not discriminating against others.

Slide 9 – Section Title – The Role of Warm Welcome Space Leaders

⌚ *Approx. time: 0 mins*

PRESENTER SAYS:

This is a section title card. No spoken content is needed.

 **Production note:** *On screen: Section title transitions to the next part of the session.*

Slide 10 – A Warm Welcome Space Leader's Role

⌚ *Approx. time: 3 minutes*

PRESENTER SAYS:

As a Space Lead, your role is to ensure that people feel safe, welcome, and valued. You support your wider team to understand why creating inclusive spaces is important – through training, advice and help. You offer ideas for troubleshooting in the moment. And you think about ways you can do things differently in the future.

Our Inclusion Toolkit and Digital Resource Bank in the Warm Welcome Dashboard can guide you through changes you can make over time. You don't need to do everything at once.

Slide 11 – Access and Inclusion – A Lead's Role


⌚ *Approx. time: 3 minutes*

PRESENTER SAYS:

As Space Leaders, your role isn't to solve everything – it's to notice, support, communicate and reassure. You're often the calm presence who can step in, offer flexibility, and support volunteers when something unexpected happens.

The good news is you already have a lot of the skills. Your support to your volunteer team – showing them ways to make activities more accessible – can help everyone understand what good inclusion looks like. Planning together with your team for

improving services to become more inclusive can really help your community group reach even more people, and bring communities together.

 **Production note:** *Emphasise that they usually have these skills already – they're just using them in a different context.*

Slide 12 – Access and Inclusion – It Is and It Isn't

⌚ Approx. time: 2 minutes

PRESENTER SAYS:

It is about using the Inclusion Toolkit and the digital resources to help you improve the ways you work to help more people.

It isn't about trying to do everything at once. It takes time to build inclusive practice. This is a journey, not a destination.

Slide 13 – How to Use the Toolkit

⌚ Approx. time: 3 minutes

PRESENTER SAYS:

Start with the foundations section of the toolkit, which covers things you can do right now to improve your space.

This includes getting the welcome right – making sure everyone feels comfortable, which isn't always easy because people often arrive with a lot of anxiety. Appointing a welcomer – a dedicated greeter who shows people around – really seems to help.

It also includes simple physical adjustments, like making signage welcoming, clearing walkways into the building, and spreading tables out so that people using walking aids or pushchairs can get through comfortably.

Slide 14 – Resources in the Digital Resource Bank

⌚ Approx. time: 3 minutes

PRESENTER SAYS:

You'll find resources in the Digital Resource Bank section of the Inclusion Toolkit on the Warm Welcome Dashboard. These include the main toolkit, which is full of step-by-step ideas, a neurodiversity guide, accessible posters and social media resources, an accessibility audit checklist to review how your space is doing at the moment, a family-friendly checklist, a multilingual welcome leaflet which can be adapted to your specific needs, signposting to further training including low and no-cost training opportunities, and a 30-minute training session designed for you to deliver with your volunteers.

Slide 15 – Section Title – Supporting Your Team

⌚ Approx. time: 0 mins

PRESENTER SAYS:

This is a section title card. No spoken content is needed.

Slide 16 – Supporting Your Team

⌚ *Approx. time: 3 minutes*

PRESENTER SAYS:

Your team may not always understand or appreciate the focus on access or inclusion. They may see things as extra work or feel their space is being judged unfairly. In your role as lead, you can help volunteers to understand a few key things.

It can be difficult to understand what barriers exist for individual users, but conversations can help unpack what people need. Often making one small change can have a positive impact for a lot more people than just the person asking for it – inclusion is good for everyone. And sometimes their own discrimination might be affecting the way they help someone using your service.

Helping your team to understand inclusion means encouraging them to be willing to do things differently than they may have done in the past, to confidently ask about people's needs, and to think differently. That might mean changing their thinking – for example, if a volunteer is being discriminatory, being willing to challenge their thinking and using the moment to educate.

Slide 17 – Modelling Proactive Access and Inclusion

⌚ *Approx. time: 3 minutes*

PRESENTER SAYS:

As a Lead, you set the tone. When your team see you proactively thinking about access as the space and its activities are planned, it shows that inclusion isn't an extra task – it's just part of how we do things here.

Inclusive planning means thinking about access from the start, not as something we try to bolt on later if there's a problem. That might mean picking some elements from the toolkit to implement in your setting, working with your team to plan how you will start to make your space even more inclusive, thinking about how volunteers might be involved in reaching out to different community partners to help raise awareness of your space, and completing an access and inclusion audit – a resource included in the Digital Resource Bank.

We shouldn't try to guess what people need. Working in partnership with communities, listening openly to their feedback and learning honestly from their lived experience, helps us understand how our spaces really feel.

Slide 18 – Case Study – Wroughton Library, Swindon

⌚ *Approx. time: 3 minutes*

PRESENTER SAYS:

Here's a helpful example of what proactive access and inclusion can look like in practice.

Wroughton Library worked with the Roxi Foundation, a local neurodivergent charity, when planning changes to their space. They took guidance openly and respectfully and listened to people with lived experience.

Based on that advice, they made a number of relatively small, thoughtful changes: a coloured tissue window display to reduce glare, a safe space teepee, sensory items like a fish tube and birdsong music, and imaginative play resources such as a puppet theatre and toy oven.

None of these additions on their own are huge, but together they change how the space feels. And through these changes, the space didn't just become more welcoming for neurodivergent visitors – their neurodivergent volunteers felt more comfortable and able to get more involved too.

Slide 19 – Supporting Volunteers in the Moment

⌚ Approx. time: 2 minutes

PRESENTER SAYS:

Sometimes, even with the best laid plans, there could be support or action that's needed in the moment, especially to support volunteers.

Volunteers may worry about saying the wrong thing, offending someone, or not knowing what to do. As a Leader of your Warm Welcome Space, you can coach them into more inclusive thinking and anti-oppressive, anti-discriminatory practice. You can help resolve issues that happen in the moment by modelling calm, respectful and inclusive behaviour, and step in where needed.

Slide 20 – Section Title – Barriers for Service Users

⌚ Approx. time: 0 mins

PRESENTER SAYS:

This is a section title card. No spoken content is needed.

Slide 21 – Focusing on Identifying Barriers

⌚ Approx. time: 2 minutes

PRESENTER SAYS:

One really important point here is that we don't focus on what a particular group needs. There isn't a checklist that works for every disabled person, every parent, or every older person, because everyone is an individual. Instead, we focus on identifying barriers and removing them wherever we can.

We've created an accessibility audit in the toolkit which can help you start to think about next steps in reducing barriers. Key areas to consider include awareness – do people from the wider community know about your organisation? Mental health –

people can be very nervous about attending for the first time, so what can you do for first-time users? And physical barriers – what steps can you take to work on access?

Slide 22 – Quick Steps for Inclusion and Accessibility

⌚ Approx. time: 2 minutes

PRESENTER SAYS:

There are a few simple things that make a huge difference. First, it's helpful to accept that 'fully accessible' probably doesn't exist. Different people in the same space may need different, sometimes conflicting things. We can just do our best to treat everyone with respect and make them comfortable.

Second, offer as much information as you can about your space, so people know what to expect. Third, ask people what they need, listen to the answer, and be ready to act flexibly. That flexibility might sometimes mean being honest that something isn't possible – and honesty builds trust.

Slide 23 – Section Title – Identifying Barriers

⌚ Approx. time: 0 mins

PRESENTER SAYS:

This is a section title card. No spoken content is needed.

Slides 24–25 – Information and Communication Barriers

⌚ Approx. time: 4 minutes

PRESENTER SAYS:

Information and communication barriers are very common. This might look like not being asked if there's anything that would help, or not being clear about what will happen next. A simple question like, 'Is there anything you need to make the space work for you?' can open up that conversation.

It can also be about printed information – using clear language, a large easy-to-read font, strong colour contrast, and images to support text.

Sometimes the way we visually represent spaces may make people feel left out. A lack of photos showing racial, cultural, disability, LGBTQI+ or family diversity may lead to people feeling the space isn't for them. In the Digital Resource Bank of the Inclusion Toolkit on the Warm Welcome Dashboard, you'll find some posters and sample social media that carries inclusive messaging, which you're welcome to adapt.

 **Production note:** *Stress that asking is respectful, not intrusive, as long as the answer is listened to and acted on.*

Slides 26–28 – Societal and Attitudinal Barriers


⌚ *Approx. time: 5 minutes*

PRESENTER SAYS:

Societal and attitudinal barriers can be some of the most impactful. These include not feeling that a service or space is 'for us', a lack of representation – not seeing others like us in a space, not knowing if we can get into the space, not knowing if there will be flexibility, making assumptions about what activities someone may enjoy, not mentioning gender-neutral facilities, and viewing actions that help people feel equally welcome as an added extra or 'special treatment.'

Another common barrier is around asking for support and being let down, or not asking for help and having unwelcome input. For clarity: asking if someone would like help is absolutely fine. Listening to their answer is crucial. If they say 'no thanks,' accept that - even if they are doing something that seems hard or is taking longer than it would take you.

Not feeling listened to, assumptions being made, or help being offered but not followed through can all be really discouraging. What really matters is listening to the answer and respecting it.

 **Production note:** *Gently challenge 'we know best' and 'I'm only trying to help' thinking. Reinforce dignity and choice.*

Slides 29–32 – Physical Barriers

⌚ *Approx. time: 5 minutes*

PRESENTER SAYS:

You already know that stairs, no handrails, a lack of ramp or no lift can stop lots of groups accessing a space - parents with small children or buggies, older people, wheelchair users, those with less mobility. Lots of physical barriers are not in a Warm Welcome Space's control.

But here are some things you may be able to change: narrow spaces between chairs and tables making it difficult for parents with buggies or wheelchair users, a lack of tables and chairs near the refreshment station, no trays or straws available, an accessible loo that's used for storage or with a key that's hard to find, cluttered corridors, and heavy doors.

Physical layout also affects independence and dignity. This might not sound like a physical barrier, but the way a space is laid out can support people to feel dignified and independent – creating space so someone can move freely, laying out a refreshment area so someone can pop a cup down while they choose their own biscuit, and checking if a wheelchair user would rather stay in their chair or transfer to another.

 **Production note:** *Emphasise dignity and independence. Avoid overwhelming – these are examples, not demands.*

Slides 33–36 – Sensory Barriers


⌚ *Approx. time: 5 minutes*

PRESENTER SAYS:

Sensory barriers can be less obvious, but just as important. Certain textures can be uncomfortable – a mix of cushioned and hard chairs is helpful. Lighting and temperature can be uncomfortable or overstimulating; if it's possible to control or adjust these, that's really helpful, especially if you can have different spaces with different lighting or temperatures.

Big rooms filled with people can be very loud and overwhelming. If you can have a specific quiet room, allocate one and signpost to it. If you have less space, can you define quiet areas?

Background distractions – lots of noise or movement – make it hard to communicate or to work with an interpreter. It also makes understanding a second language trickier. Quiet areas help here too. Easily movable furniture helps a guest and interpreter position themselves as they need. And a quiet space could also be available for reflection and prayer.

 **Production note:** *Validate sensory needs. Highlight that lots of people will value flexible spaces.*

Slide 37 – Picture Slide

 *Approx. time: 0 mins*

PRESENTER SAYS:


This is a visual slide. No spoken content is needed.

Slide 38 – Thinking of Your Space

 *Approx. time: 1 minute*

PRESENTER SAYS:

Have these examples made you think about small changes that your space could try? Why not pause the video here and note them down. Even one or two ideas is a great start.


 **Production note:** *On screen: Prompt text with a notepad image. Consider a 5-second pause with gentle background music.*

Break – Comfort Break

 *Approx. time: 15 minutes*

PRESENTER SAYS:

We're now about halfway through, so this is a good moment to take a break. Pause the video, grab a cuppa, stretch your legs, and come back when you're ready. We'll pick up with how and when to talk about access.

 **Production note:** *On screen: Break slide with Warm Welcome branding. Consider a countdown timer or 'Press play when you're ready' message.*

Slide 39 – Section Title – Talking About Access: How and When

🕒 *Approx. time: 0 mins*

PRESENTER SAYS:

This is a section title card. No spoken content is needed.

Slide 40 – Talking About Access


🕒 *Approx. time: 4 minutes*

PRESENTER SAYS:

To avoid assumptions, it helps to ask everyone as you greet them, especially new guests. Here are some ideas for how to do that:

'If there's anything you need, just ask a team member.' 'Would you like me to help you with anything?' 'Do you have any questions or need information about the space?' 'It's your first visit – is there anything you're unsure about?' 'Just so you know, we have an accessible loo, lots of chairs, a quiet space, toys and crafts available, soya milk available.'

If you tell everyone you've got things available that help access, you're not assuming who needs them. No one is singled out, and people can choose what works for them.

 **Production note:** *On screen: The example phrases appear as the presenter reads them.*

Slide 41 – Section Title – If/When Things Go Wrong

🕒 *Approx. time: 1 minute*

PRESENTER SAYS:

Things will go wrong sometimes. Barriers appear, assumptions happen, mistakes are made. What matters most is how we respond. Let's look at that now.

Slides 42–43 – If/When Things Go Wrong, or Could Go Better

🕒 *Approx. time: 4 minutes*

PRESENTER SAYS:

There may be unexpected physical barriers that appear – roadworks blocking parking, a broken-down lift. It's less likely that you can remedy these, and in these cases, communicating is key.

Other common barriers are communication barriers. These can include deafness, misinterpretation – for example, neurodivergent people understand very direct, literal language over figures of speech – language barriers where you don't speak the same language (you could use Google Translate or Breeze to help), and nonverbal communication, where not everyone can communicate verbally and a PEC Board can allow for non-verbal communication.

Some of the barriers that are more in your control to address include information and communication barriers, societal and attitudinal barriers, and general errors and oversights.


Slide 44 – Scenarios for Reflection

 *Approx. time: 10 minutes*

PRESENTER SAYS:

In the training folder, you'll find some scenarios. I'd encourage you to pause the video now, take a look through them, and think about what you would do in each situation.

As you work through them, remember to consider: barriers, not people, are the thing to change. Think about dignity, choice and honesty. And ask yourself – what can you do within your powers to change things for this person?

 **Production note:** *On screen: Prompt to pause the video and access the scenarios document. Allow a few seconds before continuing.*

Slide 45 – What's Important to Know

 *Approx. time: 3 minutes*

PRESENTER SAYS:

There will be some answers that come instinctively to you – and that's great. There will also be some areas where you don't feel confident or comfortable trying to solve things alone. That's completely okay.

You could think about using the toolkit to upgrade your knowledge, or turning to some specialist training to help you. There is a list of training providers in the Digital Resource Bank in the Inclusion Toolkit section of your Warm Welcome Spaces Dashboard, who can provide further training – for example, safeguarding, suicide prevention, and mental health awareness training.

It's okay not to have all the answers yet. Leaning into peer support through local VCSE and council networks could really help you.

Slide 46 – Section Title – Responding to Sensitive or Difficult Situations

 *Approx. time: 0 mins*

PRESENTER SAYS:

This is a section title card. No spoken content is needed.

Slide 47 – Prevention Is Best

 *Approx. time: 3 minutes*

PRESENTER SAYS:

Creating safe spaces for everyone who comes to your Warm Welcome Space is key. A great way to do this is to create an inclusion agreement – these create a clear commitment you can talk through with volunteers and space visitors when they arrive. Values posters also help everyone using your space to understand why inclusivity is important.

You'll find templates for both of these in the Digital Resource Bank of the Warm Welcome Dashboard.

Slide 48 – Responding in the Heat of the Moment

⌚ Approx. time: 3 minutes

PRESENTER SAYS:

Even with the best prevention in place, difficult situations will arise. When they do, having that inclusion agreement and those values posters already in place gives you something to refer back to. It makes the conversation less personal and more about the shared commitment everyone has signed up to.

Slides 49–50 – Responding to Sensitive, Difficult Situations

⌚ Approx. time: 5 minutes

PRESENTER SAYS:

Every difficult situation will be different, but here are some key principles to guide how you respond.

Calm, sensitive communication is best. Acknowledge frustration and validate how people feel. Try to avoid becoming defensive - the guest experiencing a difficulty needs to feel heard. Think about what support can be offered if the problem can't be fixed today, and offer to come back with a resolution if it can't be solved on the spot.

Model inclusive language and behaviour. Focus on independence, dignity and respect. Think about how to prevent similar situations in future through providing support and feedback to volunteers.

While you want to balance the needs of all guests, ask yourself: are all guests being respectful of each other's needs and differences? If you have a space agreement that refers to being inclusive, use this as your guide – it makes it less about personal actions and more about a shared standard.

Slide 51 – Offering Inclusive and Empowering Support

⌚ Approx. time: 3 minutes

PRESENTER SAYS:

Inclusive support is about dignity, choice and partnership. Here are some ways that can look and feel in practice.

Ask the person what the best outcome is – and then listen. Don't expect the guest to find the solution, unless they offer. Make sure the guest knows you're happy to support them and that they are not the problem. Apologise if there has been an error made or for the inconvenience, but try not to make it all about your apology – focus on next steps.

Be alert for language and either directly correct or model better language. And actively challenge if you feel safe to do so.

Slide 52 – Thank You and Close


⌚ Approx. time: 2 minutes

PRESENTER SAYS:

Thank you so much for your time, your openness, and the care you bring to your role. You are a crucial part of what makes Warm Welcome Spaces so welcoming.

We know how committed you are to making the people in your community feel included. Warm Welcome Spaces now have an Inclusion Toolkit – you can find it in the online resources on your Warm Welcome Dashboard, along with all the digital resources we've mentioned today.

Thank you again, and remember – you don't have to be perfect. You just have to care, and you clearly do.

 **Production note:** *End with warm, appreciative tone. Closing title card with Warm Welcome branding.*