

The Classical Association: Accessibility Statement – Teaching Resources

The Classical Association is committed to making our teaching resources accessible to as many people as possible.

This accessibility statement applies to the following site and subsequent resources, including word/pdf documents and audio/visual materials:

- Teaching Resources: <https://classicalassociation.org/resources/>

This statement includes information on the principles we have followed and what to do if you cannot access this part of the website and the subsequent resources.

Principles

Our teaching resources will:

- Use [dyslexia friendly fonts](#), and not justify the text
- Visibly separate types of information
- Avoid high contrast between background and text colours
- Have transcripts available for download, where possible, for audio and visual resources
- Include a statement of intended use

Guidance for users

We want our teaching resources to be as useful as possible to a wide range of classroom environments. Whilst we accept that educators may adapt our resources to best suit their learners, we would ask that all amendments made adhere to the guidance we provide to our resource developers, and any changes made to font, formatting and colour are made consistently throughout any given resource.

What to do if you cannot access parts of our teaching resources

We know that parts of our teaching resources are not fully accessible, especially some of our older resources, but we're always looking to improve these. If you find any problems, or think we could do better, please contact us via email at education@classicalassociation.org

Preparation of this accessibility statement

Our accessibility statement was prepared on 23/08/23. It was last updated on 30/08/23. We would like to thank Dr. Cora Beth Fraser, Director of [Asterion](#) for their guidance in producing this statement.

The Classical Association: formatting guidance

- Use [dyslexia friendly fonts](#) (Arial, Comic Sans, Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans. (Fonts are not an issue for other forms of neurodivergence).
- Separate out headings – use bold face, but don't change the font.
- Visibly separate the types of materials/information – boxes are helpful here. The difference needs to be obvious – just changing the font size is less helpful.
- Put glossed words, or words in another language, in a different colour.
- Change the background colour of the document so it is not entirely white – avoid black text on a white background. Cream or blue are ideal, although dyslexic students often have blue overlays for personal use.
- Wherever possible, do not justify the text, as the variation in spacing can be confusing.
- Don't overload a page with information, as this will be difficult to process. This is also the case if there is too much variation between types of materials/information.
- If using footnotes, the sentences need to make sense on their own.
- Standardise the use of BC/AD or BCE/CE throughout a document. Currently, the exam boards use BC/AD.
- PPT slides need to avoid using bright colours or vivid contrasts in background graphics.
- Video resources need to consider the background visuals/audios – background noise or movement will cause a distraction.
- When creating videos, use captions and have transcripts available for download.
- Audio resources should include an opening statement of what the content covers, why it has been created, the duration of the resource and how to use the material.
- Audio resources should frequently signpost throughout, include breaks, short clips of music or alternate voices (this will support those with ADHD, in particular).
- When creating audio resources, have transcripts and any additional worksheets available for download.