

Platform Accessibility Statement

Our vision is for every learner to have access to intelligent tools that enable them to succeed.

Accessibility and inclusion is woven into the fabric of our platform design and content creation processes. We are working with the National Association for Special Educational Needs (nasen), and their expert advisors, to optimise the accessibility of CENTURY, ensuring we are meeting the diverse needs of all individuals.

We believe that accessibility is not a one-time effort but a continuous journey toward creating a learning environment that caters to all users, including those with additional learning needs.

Legal compliance and standards

While there are no specific UK legal requirements mandating particular accessibility features for private sector platforms like CENTURY, we strive to exceed expectations and align closely with the Web Content Accessibility Guidelines (WCAG). WCAG is recognised as the gold standard for digital accessibility, and adhering as closely as possible to its guidelines helps us strive for inclusivity.

It is important to note that public bodies, including further education colleges (but excluding schools), are required to comply with accessibility regulations for content and apps they develop. Legally, third-party apps and content used by public bodies provided to staff/learners are not obliged to comply with these accessibility regulations.

Platform design

- Personalisation is the heart of CENTURY, providing differentiated recommendations to each learner. We continuously provide suitable opportunities to strengthen and support existing skills and understanding, with appropriate opportunities to grow and stretch within our recommendations.
- The platform is mobile-optimised for learners. For further device-specific support, we recommend reviewing your device's in-built accessibility options.
- Learners are able to select and focus on one particular subject if desired.
- Subtitles are provided on all learning videos to support hearing-impaired users.
- Coloured overlay options on learning materials and assessment questions cater for a wide range of learning needs including, but not limited to, dyslexia and Irlen's syndrome.
- The user interface, including dashboards, is designed to ensure inclusivity and readability, using iconography, colour coding and/or numbers to enhance visual clarity.

- Hover-over explanation labels are used throughout the platform that assist in the accessibility of the iconography used.
- Text within questions is compatible with many common screenreaders e.g. [Read Aloud](#), which are being successfully used across our subscribing educational organisations.
- Video content offers variable playback speed, accommodating learners who benefit from adjusting the pace of content delivery.

Content design

- All CENTURY content is created by our team of experienced teachers who are subject specialists in their fields. Nuggets usually contain two versions of the learning materials. The video and slideshow formats available present the same content in different formats. This allows learners to select the version most accessible to them depending on their requirements.
- By ensuring each nugget pinpoints a particular skill or portion of knowledge, this allows CENTURY courses to provide meaningful and scaffolded recommendations.
- The template themes within each subject's slides have been designed with accessibility and inclusion in mind. Consideration has been given to font, text size and layout options to ensure clarity. Colour schemes ensure high contrast while still being accessible to those who are colourblind.
- We strive to represent different genders, races, and disabilities throughout the imagery included in our content to be as inclusive as possible.
- Cognitive load principles are considered throughout the design process. This allows learners to effectively manage the intrinsic load while minimising any extraneous load within our content, maximising their germane load.
 - Animations within our videos have match modality with the narration and subtitles available. Similarly, the visuals available on the slideshows complement the text displayed.
 - Signalling is used within our content by highlighting text such as key words. Within videos this is also animated accordingly.
 - Extraneous information is left out of our content, such as irrelevant images, background music or sounds.
 - Within each nugget, the skills and knowledge is segmented appropriately.
- Our nuggets follow a quality first teaching (QFT) approach:
 - The introduction of skills and knowledge often uses pictorial representations of common manipulatives and other representatives to aid with understanding and the concept-building process.

- Common misconceptions are addressed within the learning material and assessment questions of each nugget.
- Learning material regularly contains modelling of examples and non-examples, setting the boundaries of difficult concepts. Subsequent assessment questions provide opportunities for purposeful practice with seen modelled questions, while providing additional opportunities to apply skills and knowledge to unseen contexts. The development of questions in this way enables teachers to easily identify where each learner requires support.
- Question feedback is usually provided to learners that helps to explain why the learner is wrong before they are able to reveal the correct answer.
- Where appropriate, the teaching of vocabulary is explicit, sometimes including the etymology of the word or stem. Key words are often available at the end of the learning material when relevant.

Continuous commitment

Our commitment to accessibility is ongoing. We are continually developing new tools and enhancing existing features and content to ensure our platform supports all learners effectively. Although we do not have fixed delivery timescales, our proactive approach aims to keep our community informed of all updates and improvements.

Accessibility developments being considered in our product roadmap include:

- Content improvements based on user feedback and requests
- Improved algorithms to mark questions that require a written response
- Introducing coloured background options for dashboards
- Different learning modes for users
- Built-in read-aloud functionality
- Further mobile optimisation
- Expanding SSO integrations

We invite feedback and suggestions on how we can further improve accessibility at CENTURY. This can be done within the platform using the ? button or email to support@century.tech.

Last updated: Summer 2024

Usage strategies for SEND learners

While we appreciate every learner with special educational needs or disabilities (SEND) is unique, we have collated examples of best practice that our users have shared with us.

Working below age-related expectations

Modifying or renaming CENTURY courses can be done to appropriately challenge learners working below age-related expectations. For example, you are able to rename primary courses for secondary school learners, while also removing certain content or changing the order of topics.

Differentiated support and learning

Teacher accounts are able to set work for individual or small groups of learners that require additional or different support. This access can be shared with other teachers or support staff. If you would like more members of staff to have access to CENTURY at no additional cost, contact us by emailing support@century.tech.

Encourage more agency

Learners can be encouraged to search for particular nuggets or topics in areas where they need support. This can easily be done by sharing the nugget name or nugget code with learners for them to find it by themselves.

Learner Dashboard

Learners are able to review their personal strengths and areas for improvement in each subject. This can be used for self-directed learning, while also being a great tool to discuss progress with learners with their teachers and their parents or guardians. During individual support sessions, the dashboards can quickly identify usage patterns, such as repeating nuggets excessively or the timing of usage during the day or week, to quickly redirect and refocus the learners.

Individual workspace

Providing dedicated workspaces can help support learners who struggle in larger classroom environments. If this is under the supervision of another member of staff, the class teacher is still able to monitor engagement and progress within CENTURY.