Belhaven Masterplan Community Engagement Support

Communications Strategy and Community Engagement Plan

On behalf of **East Lothian Council**

Document Control Sheet

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	Name	Position	Signature	Date
Prepared by:	E McWilliams	Transport Planner	EM	10/05/24
Reviewed by:	R Stringer	Principal Transport Planner	RS	14/05/24
Approved by:	G Scott	Active Travel Team Lead	GS	16/05/24
For and on behalf of Stantec UK Limited				

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Preface

It should be noted that this Communications Strategy and Community Engagement Plan was created in May 2024. Due to the UK General Election which was held on 4th July 2024, and the associated Purdah period, the engagement programme set out in this Plan was later revised, and engagement was conducted in September and October 2024. The majority of the content within the plan remains relevant, but the dates provided for events etc may be inaccurate.

1   Introduction

1.1   Project overview

1.1.1   Stantec were appointed by East Lothian Council (ELC) to undertake an options appraisal for junction improvements, footpaths, and active travel paths at several locations in Belhaven, Dunbar. The project involved the development and assessment of concept design options in order to identify preferred options for further development. The findings from this options appraisal were used to inform the development of the Belhaven Masterplan.

1.1.2   Stantec were subsequently appointed to carry out engagement with the community on the proposals – this document sets out the proposed approach to engagement on the proposals for the Belhaven Masterplan.

1.2   Objectives

1.2.1   The objectives of this project are:

- To deliver a more attractive and safer environment for pedestrians and cyclists.

- To reduce the overall dependence on cars and environmental impacts of traffic.

- To promote the availability and use of more sustainable means of travel.

- To maximise accessibility for all and reduce social exclusion.

1.2.2   Several relevant studies have been undertaken previously by or on behalf of ELC including:

- Safer Active Travel Back Road Dunbar (Stantec 2019).

- Shore Road, Dunbar Campervan Park Feasibility Study (ELC 2019).

- Spaces for People (ELC 2020).

1.3   Structure of this document

1.3.1   This document includes:

- A stakeholders' map and associated stakeholders' analysis

- An outline calendar of engagement events

- An accessibility plan for the listed events

- Detailed communication goals and objectives

- A communications plan for each stage of the engagement process

2 Purpose of engagement

2.1 Engagement objectives

2.1.1 Through this engagement programme we aim to:

- Reach a diverse cross-section of stakeholders, using a variety of methods to help reach audiences that are seldomly heard;

- Identify and feedback on the key issues, the challenges we can address through this project and areas of consensus/conflict;

- Develop ideas collaboratively and in partnership with communities and stakeholders; and

- Keep people informed about how the information gathered through the engagement is being used, and how they can continue to be involved.

2.2 Approach

2.2.1 The approach for community engagement as part of this project will be to deliver inclusive, informative and inspiring community engagement, which allows stakeholders and local people to express aspirations and concerns for the proposed changes. Some key features of this approach will be:

- **Accessible and welcoming** – as well as being physically accessible where relevant, engagement will avoid technical jargon or overly complicated descriptions. Levels of detail will be tailored to the audience.

- **Colourful, inspiring and optimistic** – showing that the proposals will bring benefits in terms of accessibility and connectivity.

- **Partnership approach** – initiated and led by ELC, with partners and collaborators in the form of internal stakeholders and community groups.

2.3 Key messages

2.3.1 The key messages are:

- **Quality of successful places** – Distinctive, safer and pleasant, easy to move around, welcoming, and adaptable.

- **People-first infrastructure** - This project will help to improve accessibility for people walking, cycling and wheeling.

- **Connectivity** – This project will complement other work planned and in-progress by ELC in the area to improve public realm and to create an active travel network.

- **Partnership work** – This project is initiated and led by ELC in close collaboration with local and regional partners, and other relevant concurrent schemes.

- **Policy landscape** – This project will contribute to delivering national, regional and local strategies.

3 Governance and responsibilities

3.1 Engagement roles and responsibilities

3.1.1 The table below (Table 3-1) summarises roles and responsibilities for the delivery of project communications and engagement.

Table 3-1 - Project delivery role and responsibilities.

Team/ person	Role	Specific Responsibilities
ELC Public Relations / Comms Team	Advice, support, oversight from a ELC perspective, coordination with other projects.	Provide brand pack (icons, typeface, colour scheme etc). Provide photos which are suitable for telling the story. Review all content before publication from a messaging/ brand perspective. Agree social media framework and post social media content. Shape our press approach and to handle any queries / issues should they arise.
ELC project team - Ian Lennock / Simon Law / Morag Haddow	Oversight from a project and programme perspective, decision making, ELC 'face' of the project, collaboration with other projects	Manage room bookings etc. for the purposes of engagement events where relevant. Provide stakeholder details. Work with stakeholders to agree partnership approach messaging and opportunities. Arrange ELC staff for engagement activities.
Stantec – Ruby Stringer / Eve McWilliams / Gordon Scott / Emma Towle	Advice, content creation, organise and run engagement activities, data gathering, lessons learnt and evaluation.	Detailed engagement and comms plan. Use the brand pack provided by ELC Comms team to create all engagement and communications material. Organise and run all engagement activities. Gather, analyse and report all data from engagement. Evaluate and report on lessons learnt.

4 Community engagement plan

4.1.1 The aim of this community engagement plan is to develop a working relationship between communities, community organisations and public and private bodies in the study area to help them to identify and act on community needs and ambitions. This plan proposes events to promote respectful dialogue between everyone involved, aimed at improving understanding between stakeholders and taking joint action to achieve positive change within and around the project area. This community engagement programme is driven by the key principles of fairness and equality, and a commitment to learning and continuous improvement.

4.1.2 Proposed engagement events will be:

- Effective − in meeting the needs and expectations of the people involved;

- Efficient − by being well informed and properly planned; and

- Fair − by giving people who may face additional barriers to getting involved an equal opportunity to participate.

4.2 Standards for community engagement

4.2.1 This plan will fulfil the following standards of community engagement, (Figure 4-1).
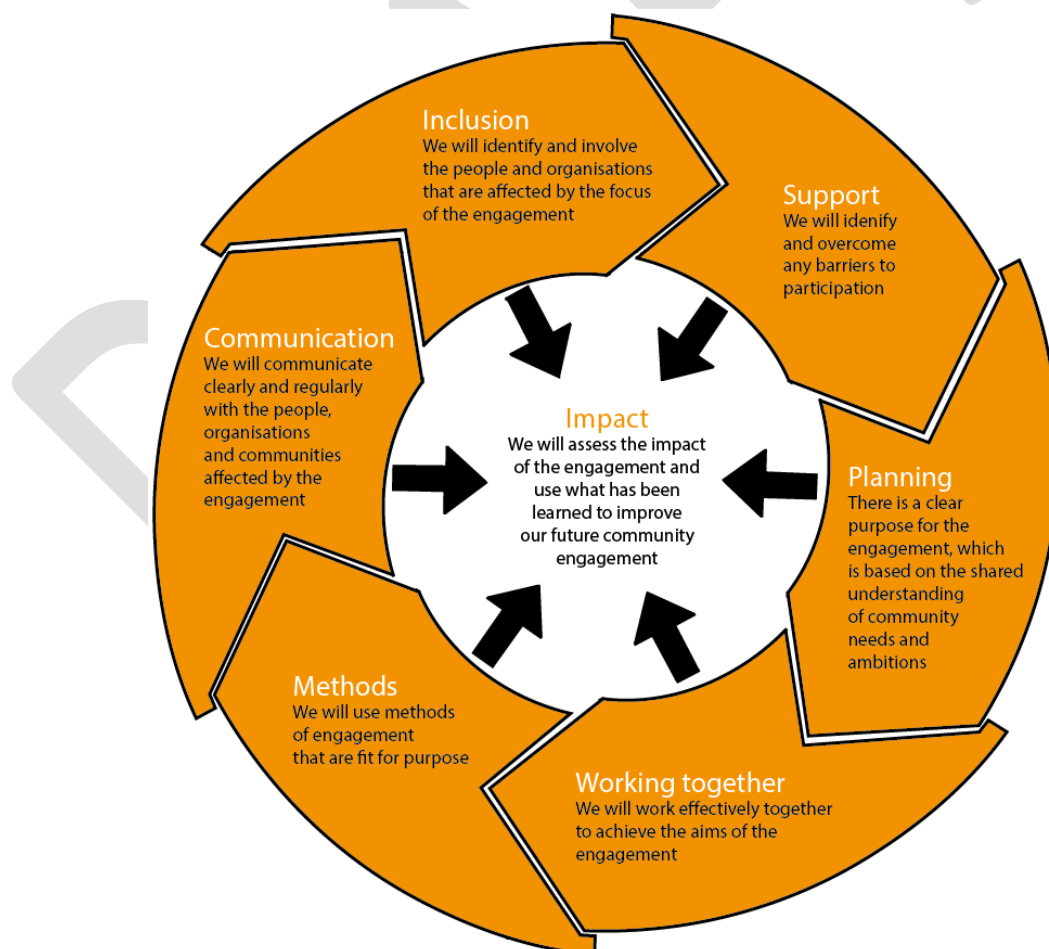
Figure 4-1 - National standards of community engagement.

4.3   Communication objectives

4.3.1   The communication objectives are:

- To share updates with stakeholders and the community to show their involvement has made a difference.

- To establish a proactive media relations program to counterbalance negative stories that will inevitably appear from time to time.

- To gain support among the public and stakeholders for the project.

- To develop greater collaboration between ELC and partners.

- To attract higher level of community trust on the project.

4.4   The local community

4.4.1   Pre-engagement research identified the key characteristics of the local community; the individuals, organisations and groups which comprise and represent it.

4.4.2   The community who makes use of the project area consists of people who:

- Live in the area

- Work in the area

- Study in the area

- Use the area for leisure

- Visit the area

- Transit the area to reach adjacent trip generators

4.5   List of stakeholders

4.5.1   Stakeholders were identified and classified according to their nature and the place they hold within the community. This classification can be seen in Table 4-1 below.

Table 4-1 - Stakeholder types

Commercial	Educational	Political	Services
• Belhaven Brewery • Winterfield Golf Club • Ocean vertical • Belhaven Surf Centre • Coast to Coast Surf School	• Belhaven High School • Dunbar Grammar School • West Barns primary school • Dunbar primary school • Belhaven Hill School	• West Barns Community Council • Dunbar Community Council • Dunbar and East Linton Area Partnership • East Lothian Cycle Forum	• Belhaven Church • East Lothian Local Access Forum • Police Scotland • North Berwick Coastguard Rescue Team
Other			
• Visually impaired groups • Illnesses/diseases groups • Physical disability groups	• Active travel charities/groups • Employment groups • Social justice groups	• Mental health groups • Hearing impairment groups • Older people groups	• Learning disability groups • Inequality groups

4.5.2 Each identified stakeholder was further categorised by their relationship with the project (influencer, affected, involved, or other) and their influence over the project (low, medium or high) which impacted the following stakeholder analysis.

4.6 Stakeholder analysis

4.6.1 A stakeholder analysis was carried out to assess the interests or impacts of each stakeholder on the project and their associated influencing power. The matrix rates stakeholders' interest and influence on the project. The analysis defines the appropriate method and level of communication and engagement for each stakeholder; whether they are to be engaged and managed closely, whether they should be consulted and kept satisfied, whether they should be kept informed and adequately consulted or whether they should only be monitored. This helps the project team to maintain focus, identify issues early and gain the right level of support for the project. The analysis of all the stakeholders can be seen in Table 4-2.

Table 4-2 - Stakeholder Map

	Consult (Emails / leaflets, Public Events & Online)	Engage (Workshop, Emails, Public Events & Online)
High ↑ Influence ↓	• East Lothian Health and Social Care Partnership • East Lothian Local Access Forum • Police Scotland • Ocean Vertical • Councillor – Roads portfolio • Councillor – Dunbar and East Linton (leader)	• Dunbar cycling group • East Lothian Cycle Forum • Neighbourhood Networks East Lothian • Beyond Boundaries • Winterfield Golf Club • Coast to Coast Surf School • Belhaven High School • Dunbar Grammar School • West Barns Primary School • Dunbar Primary School • Belhaven Hill School • Belhaven Brewery • Belhaven Church • Belhaven Surf Centre • The Wave Project • West Barns Community Council • Dunbar Community Council • Friends of Belhaven
	Monitor (No specific activity – reactive only)	**Keep Informed (Emails)**
Low	• Fire and Rescue Service • Scottish Ambulance Service • Belhaven Hospital	• ELC Ward Community Officers • ELC Equalities Officer • ELC Roads Officer – flooding • ELC Road Officer – Sustainable Transport • ELC Biodiversity Officer • ELC Outdoor Access Officer • ELC Connected Communities Manager • ELC Economic Development/Tourism Officer • ELC Tourism Officer
	Low ← **Interest** → **High**	

4.6.2   In this case, the approach taken with different stakeholders will generally be:

▪ **Consult** – critical stakeholder to the success of the project with minimal interest.

▪ **Monitor** – stakeholders that are not expected to have a significant level of engagement with the project. In this case, these stakeholders will be contacted with information about the online survey, but no further engagement.

▪ **Keep informed** – stakeholders who are likely to have at least some interest in the project. In this case, these stakeholders will be contacted with information about the online survey and the drop-in public engagement session. Any stakeholders in this group that express interest can be included in more detailed engagement upon their request.

▪ **Engage** – stakeholders who are critically important to the success of the project, with significant vested interest. In this case, these stakeholders will be directly engaged from early on in the project, and included in every element of engagement.

5 Programme of engagement

5.1 Programme outline

5.1.1 The programme of engagement will run between May 2024 and August 2024, as shown in Table 5-1 below. These are also shown in relation to associated timing of communications.

Table 5-1 - Programme of engagement

	What	Why?	When?	Approach	Tools
1.	Early stakeholder engagement	To foster partnership working and to inform key stakeholders of what is coming and gain their support.	Mid-May 2024	Informative and collaborative. Targeted	• E-mails • Phone calls
2.	Collection of feedback from key stakeholders	To inform the prioritisation of proposals and gain interest	Mid-June/ Early July 2024	Informative and collaborative. Intensive Personalised	• E-mails • Phone calls • Teams based and in-person engagement events
3.	Collection of feedback from general public	To inform the prioritisation of proposals and gain interest	Mid-June/ Early July 2024	Informative and collaborative. Intensive Broad reaching	• E-mails • Online survey • Hard copy surveys • In-person drop-in event
4.	Feedback on findings to key stakeholders	To maintain interest and show we are listening and acting	August 2024	Informative e.g. "you told us this…", infographics Presentation of prioritised designs Not personalised	• E-mails • Web page • Teams based engagement events
5.	Provide client with findings report and feedback on next steps	To inform the progression of the Belhaven Master Plan	August 2024 onwards	Final report that presents the key findings from the engagement programme	• Report • Web page

5.2 Engagement activities

5.2.1 For this phase of engagement, we have identified a mixture of engagement activities, as shown in the table below:

Table 5-2 - Engagement activities

Event	Description	Date	Venue
Online survey	East Lothian website which hosted relevant links and embedded the survey.	To be confirmed	Online
Hard survey	Hard copies of the survey were hosted at Dunbar library for participant to collect and return.	To be confirmed	Dunbar Library
Public drop-in	Hard copy surveys, a tabletop map of the design and informative presentation panels were provided. The consultants were able to speak with the public directly, answer their queries and collect their concerns and ideas.	To be confirmed	Dunbar Town House Museum & Gallery
Stakeholder drop-in	Hard copy surveys, a tabletop map of the design and an informative presentation was delivered. The consultants were able to speak with key stakeholders directly, answer their queries and collect their concerns and ideas.	To be confirmed	Dunbar Town House Museum & Gallery
Stakeholder workshop	An online workshop with Community Council representatives and local Councillors. Consultants presented on each proposal and gathered feedback, answered queries and collected their concerns and ideas.	To be confirmed	Online

5.2.2   These activities will be conducted throughout May-August 2024 with a wide range of stakeholders, with the aim of ensuring effective engagement with anybody that has thoughts about the development of the route connections around Belhaven.

6   Communication strategy

6.1.1   The engagement events will be promoted through a variety of channels, which are detailed in the table below (Table 6-1). This will help to achieve the communications objectives of the project with all main stakeholders. As the project focuses on several areas of improvement across Belhaven there are a wide range of stakeholders to engage with. The communications strategy aims to work closely with ELC, local community groups, education facilities and business for maximum benefit.

Table 6-1 - Suggested tools and channels targeted to each audience.

Activity	Communication approach	Main target audience	Provisional timing for communication
Early engagement	Emails and phone calls to key stakeholders to ensure buy-in and support with further engagement. Gauge likely reactions of communities to support tailored engagement materials.	Equalities groups, community groups, community councils, local businesses, local Councillors, relevant Council Officers	Late May 2024
Stakeholder Workshops	Direct emails to relevant organisations / individuals.	Equalities groups, community groups, local businesses, landowners, local Councillors, relevant Council Officers	June 2024
Online survey	• Emails to relevant organisations asking for dissemination of survey to their communities, with example promotion text for email/social media and a short form for twitter. • Council social media posts. • Posters around the site, with QR code to Council Webpage and tiny URL link, as well as contact details to request hard copies. • Hard copies disseminated through the community groups and provided on demand (via phone or email).	General public – users of the routes, local residents, visitors, local businesses, local councillors, community groups etc Local community groups in particular will be encouraged to promote the survey.	June – August 2024

6.2 Timeline of activity

6.2.1 The table below summarises the timeline of activity for community engagement and associated communications for the project.
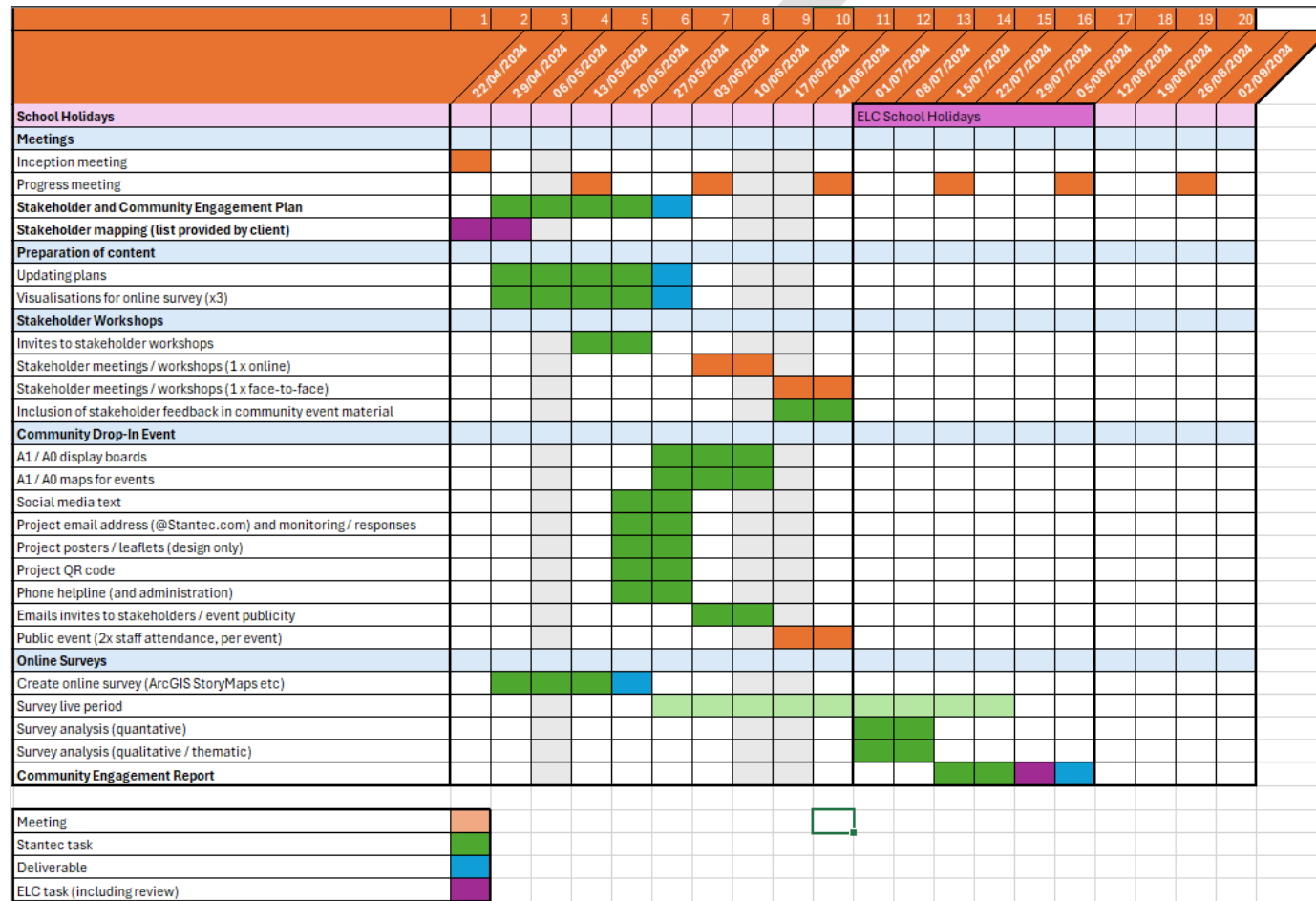

Figure 6-1 -Timeline of community engagement and associated communications

7 Equality and accessibility

7.1.1 The following principles and guidelines will be applied when creating content for the project's consultation events.

7.2 Equality

7.2.1 The Equality Act became law in 2010. It protects everyone in the UK from discrimination, harassment and victimisation. Under this law, there are nine protected characteristics; these are:

- Age

- Disability

- Gender reassignment

- Marriage and civil partnership

- Pregnancy and maternity

- Ethnicity and culture

- Religion or belief

- Sex

- Sexual orientation.

7.2.2 Every audience will include a range of people with different, layered and intersecting characteristics and it is the project team's priority to safeguard these characteristics and address consultees appropriately.

7.2.3 The table below lists general principles to ensure that the writing style does not discriminate against protected characteristics, (Table 7-1Table 7-1).

Table 7-1 - Writing style general guidance, (Sustrans, 2021).

Using people-first language	It can be de-humanising to define people by their disability, illness, age, appearance, sexual orientation, or other label. Different groups of people have different preferred ways they like to be referred to (and there is often disagreement within groups). People also belong to many groups and have multiple protected characteristics. These intersections create unique experiences. For example: 'A person with epilepsy' not 'epileptic', 'a person with paraplegia' not 'paraplegic'.
Avoiding stereotypes	Stereotypes can have many negative consequences. They can cause anxiety, lead to discrimination, and damage peoples' self-confidence.
Not making assumptions about what 'normal' is	There are a lot of us living in the UK, and we have a diverse range of identities and experiences.
Being mindful of othering people	Othering is where we consciously or subconsciously attribute negative characteristics to people. It's an "us vs them" way of thinking about human connections and relationships – looking at others and saying, "they are not like me". Racial and religious othering are some of the most obvious examples, but some are less apparent. For example, people may dislike others based on things like their age, where they live or their profession.

	Focus on people as individuals. Be aware of the language you use when describing people or groups and avoid using descriptions that could patronise or exclude.
Not mentioning irrelevant details	Mentioning irrelevant details implies this is not the norm. For example, use 'Volunteer' not 'female volunteer', 'older volunteer', 'Asian volunteer' or 'disabled volunteer'.
Avoiding adjectives and collective terms	For example, use 'Disabled people' not 'the disabled'; 'a trans person' not 'the trans'; 'gay people' not 'gays'.

7.2.4   The table below lists a series of terms to describe people with protected characteristics, (Table 7-2).

Table 7-2 - Specific guidelines to describe people with protected characteristics, (Sustrans, 2021).

Protected characteristic	Guidelines
Age	• Do not use 'boys' and 'girls' when referring to young adults. • Avoid 'middle aged'. • Use 'Babies or infants' for 1 year and under. • Use 'Children' for up to aged 12. • Use 'Young people' for those aged from 13 to 17. • Use 'Adults' for aged 18 and over. • Use 'Older people' for aged 65 and over or where possible be specific (e.g., 'aged 80 and over' or 'over-75s'). • Avoid language that implies that a particular age group has a stereotypical characteristic.
Disability	• Follow the social model of disability. • Avoid victim language. • Avoid 'hero' language. • Use positive language rather than words that highlight limitations. • Use words to describe everyday living. • Use 'Deaf' with a capital D when embracing the cultural norms, beliefs, and values of the Deaf community. Use the following preferred terms: • 'Disabled people' • 'Person using a wheelchair' • 'Person with a learning disability' • 'Non-disabled' as opposed to 'able-bodied' • Deaf' or 'user of British Sign Language' or 'person with a hearing impairment' or 'person who is deaf-blind' • 'Person with diabetes' • 'Person with depression' • 'Carer' or 'caregiver' not 'caretaker' • 'Cycle' rather than 'bike', as bike refers to two wheels and many adapted cycles have more than two.
Mental health	• Use 'mental health' or 'mental health problems'. • Avoid victim language. • Avoid phrases like 'people with mental health problems' and use 'those of us with mental health problems' or 'anyone with mental health problems' — Be specific as possible – 'anyone with depression' or 'those of us with anxiety'.
Sex	• Sex refers to biological sex. • Avoid references to sex unless they are relevant. • Use 'Engineer' not 'female engineer'

Protected characteristic	Guidelines
	• Collective nouns 'male' and 'female' may be used when discussing gender balance or in reference to data trends.
Gender	• Gender identity is an individual's internal sense of gender. This is different to 'gender', which is often defined as a set of expectations from society, about behaviours, characteristics, and thoughts. Gender identity isn't binary. • Use gender-neutral terms, pronouns and expressions. • Use 'artificial' not 'man-made'. • Use 'dear friends and colleagues' not 'dear ladies and gentlemen'. • Use 'partner/spouse' not 'boyfriend'. • Use 'spokesperson' not 'spokesman and spokeswoman'. • Use 'quality of work' not 'workmanship'. • Use 'attend the phones' not 'man the phones'. • Respect people's preferences and use gender-neutral pronouns until you know what terms the individual prefers to use.
Sexual orientation	• Use 'sexual orientation' not 'sexual preference'. • Don't assume heterosexuality is the norm. • Recognise diverse family formation • Recognise and respect the difference between sexual orientation (a person's sense of identity based on their attractions, or lack thereof) and gender identity (a person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth). • Don't use 'LGBTQQIA+' if you are only talking about people's sexual orientation, as the acronym is much broader than this. • LGBTQQIA+ is an acronym used to describe people who are lesbian, gay, bi (including pansexual), transgender, queer, questioning, intersex and asexual. People may belong to multiple groups, for example gay and transgender, intersex and queer.
Marriage and civil partnership	• Recognise that there are different types of relationships. • Use 'What is your relationship status' not 'what is your marital status' (and only ask this if you have a valid reason).
Ethnicity	• Ethnicity often exacerbates inequity, creating and reinforcing barriers and outcomes (including health, economic and educational outcomes). Individuals will have their own preferences for how they describe themselves and how they would wish to be described. Identity is extremely personal. If you are in doubt and it is relevant to your communications, ask how the individual or group would like to be described. • Don't assume a person's appearance, language or behaviour defines their nationality or cultural background. • Be mindful that some people may identify with more than one race or culture. • When describing a specific person or group of people, ask them what they identify as and use their own terms. • Capitalise ethnicities e.g. 'Black', 'Asian', 'White'. • Don't use irrelevant ethnic descriptions. • Be as specific as possible using the relevant ethnicity e.g. 'South Asian' or 'African and Caribbean communities'. Avoid the term 'Black, Asian and Minority Ethnic' or 'BAME'. It is too generic and places recognition on some communities whilst excluding others. It also excludes White minority ethnic groups and doesn't include people who identify as having a mixed ethnicity. • Only use 'minority' where it is relevant to do so (it can imply inferior social position, a White perspective and is often relative to geographic location). Only use the term when referring to specific ethnic minority groups in the UK. Use 'minority groups', 'diverse ethnic communities' or 'ethnically diverse groups'

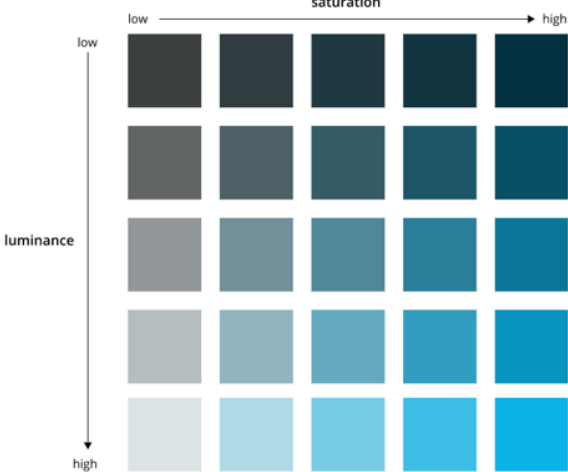| Protected characteristic	Guidelines
	• Use current terms such as 'ethnically diverse', 'underrepresented groups' or 'People of colour'. • Avoid terminology that infers colour by using 'Block list' or 'Safe list' not 'blacklisted' or 'white list'.
Religion or belief	• Note that 'religion or belief' includes all non-religious and philosophical beliefs. • Avoid Christian-centric terms and don't use 'Christian name' but rather 'given name' and 'family name' not 'last name' and 'surname' (these can be confusing to people who place their family name first). • Avoid 'Christmas' and use 'holidays' or 'festive season'. • Avoid 'Easter' and use 'springtime'. • Use 'religion or belief' not 'faith'. • Use legally correct terms such as 'Discrimination on the grounds of religion or belief' not 'religious discrimination'.
Being without children	• Don't assume that everyone has children, wanted children or could have children. Avoid sweeping statements that try to establish relatability. • Avoid statements which assume that the opportunity to have children is available to all. • Don't elevate parenthood to being more important than anything else. • Avoid using the terms 'childless' and 'child-free' unless referring to a specific experience. • Don't assume that the people caring for children are their parents. • Question the objective of your piece of writing and whether it needs to address whether people have children or not.

7.3 Accessibility

7.3.1 The project team aims to design and deliver accessible events.

7.3.2 Accessibility describes whether a tool for engagement can be used by people of all abilities. Good accessibility makes it simple for every user to find, use and understand content.

7.3.3 The table below includes design guidelines on colour accessibility to create accessible content for people with visual impairments and people with dyslexia, (Table 7-3).

Table 7-3 - Colour accessibility guidelines.

Black and white	The design needs to work in greyscale (black and white) before adding in colour.
Colour blindness	• Use blue as it is the richest colour across all types of colour blindness. • Do not use red and green together as they are difficult to distinguish from one another in the more common types of colour blindness. • Use a colour-blind simulator, such as Vischeck, to test your colours to see whether they are colour-blind safe. • Various shades of a single colour, instead of multiple colours, are recommended to help avoid colour blindness issues. This can be done by varying the luminance or saturation and holding the hue constant as per example below.

Colour association	Certain colours have different meaning associated with them, which will vary dependent on context. • Red: caution, anger, love, negative (in finance), hot. • Orange: warm, autumn. • Yellow: happy, fun, young. • Green: nature, calm, good luck. • Blue: stability, professional, cold, trust, intelligence. • Purple: wealth, mystical, decadent. • Brown: rustic, practical, warm, vintage. • White: sterile, innocence, peace, truth, cleanliness. • Black: sophistication, death, night, contemporary. • multicolour: international, all inclusive, multicultural.
Colour combination	Colour combinations that should not be used because hard to see: • Red and green • Green and brown • Green and blue • Blue and grey • Blue and purple • Green and grey • Green and black
Using red and green	Use symbols as well as colour – When using red to signal "warning," or "caution," and green to signal "approval" or "correctness" add a symbol to make sure colour-blind users can still understand the message.
Charts	• Charts should be monochromatic.
Background and text	• Use single colour background, avoiding background patterns or pictures and distracting surrounds. • Apply sufficient contrast levels between background and text. • Use dark coloured text on a light (not white) background. • Use alternatives to white backgrounds for paper, computer and visual aids such as whiteboards. Cream or a soft pastel colour. • When printing, use matt paper rather than gloss. Paper should be thick enough to prevent the other side showing through.

7.3.4   The table below includes design guidelines on text and layouts for accessible content for people with dyslexia, (Table 7-4).

Table 7-4 - Dyslexia style guide, (British Dyslexia Association, 2021).

Readable fonts	Use sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans. Font size should be 12-14 point or equivalent (e.g. 1-1.2em / 16-19 px). Some dyslexic readers may request a larger font. Larger inter-letter / character spacing (sometimes called tracking) improves readability, ideally around 35% of the average letter width. If letter spacing is excessive it can reduce readability. Inter-word spacing should be at least 3.5 times the inter-letter spacing. Larger line spacing improves readability and should be proportional to inter-word spacing; 1.5/150% is preferable. Avoid underlining and italics as this can make the text appear to run together and cause crowding. Use bold for emphasis. Avoid text in uppercase/capital letters and small caps, which can be less familiar to the reader and harder to read.
Headings and structure	Headings and styles will be used to create consistent structure to help people navigate through the content. For headings, a font size that is at least 20% larger than the normal text will be used. If further emphasis is required, bold will be used. Formatting tools will be used for text alignment, justification, indents, lists, line and paragraph spacing to support assistive technology users. Extra space will be added around headings and between paragraphs. Hyperlinks will look different from headings and normal text.
Layout	Left align text, without justification. Lines should not be too long: 60 to 70 characters. Use white space to remove clutter near text and group related content. Break up the text with regular section headings in long documents and include a table of contents. Avoid multiple columns (as used in newspapers).

8 Bibliography

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