Jessanol Accessibility Approach

At Jessanol, we believe learning should be clear, inclusive and usable. Accessibility is not an afterthought or a final check at the end of a project. It is something we aim to consider from the outset, through the way learning is structured, written, designed, built and reviewed.

This accessibility approach explains how Jessanol considers accessibility when designing and producing digital learning materials, including e-learning modules, learning resources, workbooks, guides and related content.

1. Our Commitment to Accessibility

Jessanol is committed to designing learning experiences that are as accessible, inclusive and usable as reasonably possible.

We aim to reduce barriers for learners, including disabled learners, neurodivergent learners, learners using assistive technologies, and learners who may need content presented in different ways.

Our approach is based on:

- clear structure;
- plain, purposeful language;
- inclusive design;
- practical usability;
- accessibility good practice;
- continual improvement.

2. Standards and guidance

Where relevant and reasonably possible, Jessanol works towards recognised accessibility standards and guidance, including:

- Web Content Accessibility Guidelines WCAG 2.2 Level AA;
- the principles of the Equality Act 2010;
- relevant accessibility expectations for client sectors, including public sector accessibility requirements where applicable;
- platform-specific accessibility guidance for the tools used to create and host digital learning.

Accessibility requirements may vary depending on the project, client sector, learning platform, authoring tool, budget, timescale and intended audience.

3. Accessibility in our learning design

When designing learning content, Jessanol aims to make materials clear, structured and easy to use.

This may include:

- using meaningful headings and logical content structure;
- writing in clear, plain English;
- chunking information into manageable sections;
- avoiding unnecessary complexity;
- providing clear instructions;
- designing activities that are easy to understand and complete;
- avoiding time-limited activities wherever possible;
- avoiding reliance on colour alone to convey meaning;
- using inclusive language and examples;
- considering cognitive load and learner attention.

4. Accessibility in digital content

When producing digital learning materials, Jessanol aims to apply accessibility good practice, including:

- suitable colour contrast;
- readable fonts and text sizes;
- alternative text for meaningful images;
- captions or transcripts for video and audio where required;
- keyboard-friendly navigation where the platform allows;
- screen reader-friendly structure where the platform allows;
- clear button and link text;
- consistent navigation and layout;
- avoiding unnecessary background music behind narration;
- avoiding flashing or distracting visual effects;
- providing documents in accessible formats where reasonably possible.

5. Tool and platform limitations

Jessanol uses a range of tools to create and deliver digital learning. Some tools, authoring platforms, learning management systems or third-party services may have accessibility limitations.

Where limitations exist, Jessanol will aim to:

- make clients aware of known accessibility considerations;
- recommend practical alternatives where appropriate;
- design around limitations where reasonably possible;
- document any known issues that may affect accessibility.

6. Working with clients

Accessibility works best when it is considered early.

Jessanol will advise clients on accessibility considerations during a project where relevant. This may include guidance on:

- source content;
- brand colours;
- images and graphics;
- video, audio and captions;
- document formats;
- activity design;
- learner instructions;
- testing and review.

Clients are responsible for providing accurate source content, approving final materials, and confirming any specific accessibility requirements for their learners, organisation or sector.

Where a higher level of accessibility assurance is required, Jessanol may recommend specialist accessibility testing or review by an accessibility consultant.

7. Testing and review

Jessanol will carry out reasonable accessibility checks as part of the design and build process, depending on the nature and scope of the project.

This may include checks for:

- readability and clarity;
- colour contrast;
- alternative text;
- captions or transcripts;

- navigation;
- content structure;
- usability;
- consistency;
- obvious barriers to learner access.

Formal accessibility audits, assistive technology testing, or user testing with disabled learners can be included where agreed as part of the project scope.

8. Continuous improvement

Accessibility guidance, technology and learner needs continue to evolve. Jessanol is committed to ongoing learning and improvement.

We aim to review our approach regularly, keep up to date with relevant guidance, and improve our learning materials and processes where practical.

9. Reporting accessibility issues

If you experience an accessibility issue with any Jessanol learning material or digital content, please contact us.

Email: **jane@jessanol.com**

We will review the issue and take reasonable steps to address it where possible.

Reviewed May 2026. Updated from Accessibility Policy to Accessibility Approach. Revised to reflect WCAG 2.2, inclusive design practice, client responsibilities, tool/platform limitations, and proportionate accessibility testing.