



Accessibility Statement

Purpose

Learning-To-Learn CIC ("the Organisation") is committed to promoting accessibility, inclusion and equal participation across its website, communications, programmes and activities.

This Accessibility Statement explains our approach to making information, services and opportunities accessible to as many people as reasonably practicable while supporting our mission of building trusted pathways between education, employability and community participation.

Scope

This statement applies to:

- Website visitors
- Participants and beneficiaries
- Volunteers and mentors
- Partner organisations
- Community participants
- Individuals accessing information, services or activities provided by Learning-To-Learn CIC

This statement applies to both digital and non-digital communications where reasonably practicable.

Organisational Commitment

Learning-To-Learn CIC is committed to ensuring that our website is accessible to as many people as possible, regardless of disability, impairment or technology used.



We aim to make our digital content inclusive, clear and easy to use for everyone, in line with the principles of the Equality Act 2010 and recognised web-accessibility standards.

Accessibility forms an important part of our commitment to community benefit, equality, diversity and inclusion. We seek to reduce barriers to participation and create opportunities that are welcoming, accessible and inclusive.

Accessibility Principles

Learning-To-Learn CIC is committed to:

Inclusion

Creating opportunities that are accessible and welcoming to diverse communities.

Participation

Supporting individuals to engage fully with information, services and activities.

Respect

Recognising that people have different needs, preferences and ways of accessing information.

Accessibility

Seeking to remove barriers wherever reasonably practicable.

Partnership

Working collaboratively with participants and partners to improve accessibility.

Continuous Improvement

Regularly reviewing our practices and making improvements where possible.

Measures We Take to Support Accessibility

We strive to ensure that our website:

- is clear, readable and logically structured
- can be navigated using a keyboard



- works with screen readers and assistive technologies
- uses plain language wherever possible
- avoids unnecessary flashing or distracting content
- is responsive across devices (desktop, tablet and mobile)

We design content to support users with visual, auditory, cognitive and motor impairments.

Accessibility Standards

We aim, where reasonably practicable, to align with the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA and recognised accessibility good practice.

While we continue to improve accessibility, we recognise that some parts of the website may not yet fully meet all accessibility requirements.

Known Limitations

Some areas of the website may include:

- third-party embedded content (such as videos or forms) which we do not fully control
- documents or materials provided in formats that may not yet be fully accessible

Where possible, we will provide alternative formats or reasonable adjustments on request.

Alternative Access and Support

If you experience difficulty accessing any part of our website or content, we are happy to help.

We can provide information in alternative formats where reasonable, including:

- accessible documents



- plain-text versions
- verbal explanations
- email-based support

Feedback and Contact Information

We welcome feedback on the accessibility of our website.

If you encounter any accessibility barriers, or require support to access our services, please contact us:

Email: info@learning-to-learn.co.uk

Organisation: Learning-To-Learn CIC

We aim to respond to accessibility enquiries within a reasonable timeframe.

Continuous Improvement

Accessibility is an ongoing process. We regularly review our website content and structure to improve usability and inclusion, particularly as our services expand.

We are committed to making reasonable adjustments, where practicable, to support equitable access to information, participation opportunities and community engagement activities.

Monitoring and Review

Learning-To-Learn CIC will review this statement regularly and whenever:

- Accessibility standards change;
- Significant website updates are implemented;
- New accessibility barriers are identified; or
- Feedback indicates improvements are required.

Enforcement Procedure



If you are not satisfied with our response to an accessibility concern, you may seek advice from the Equality Advisory and Support Service (EASS), which provides guidance on equality and human-rights matters in England.

Good Practice Note

Learning-To-Learn CIC is a Community Interest Company and, while not a public authority, we adopt accessibility best practice in line with public-sector expectations.

Document Control

Policy Title: Accessibility Statement

Approved By: Founder Director / Chief Executive

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