Accessibility statement

Last updated 21 August 2026

Accessibility-supporting design

Nested Learning treats accessibility as part of good learning design, not a final compliance exercise. We aim to reduce avoidable barriers, support different ways of interacting, and improve accessibility as the platform evolves.

The current AI tutor interface includes several accessibility-supporting features, including semantic controls, labelled inputs, ARIA live regions, visible focus states, responsive layout behaviour, and both text and voice interaction options.

The current build has not yet undergone an independent accessibility audit against the Web Content Accessibility Guidelines (WCAG). We therefore do not claim formal WCAG conformance at this stage.

Our approach

Accessibility is considered throughout product design and development rather than being added retrospectively. Our aim is to align progressively with recognised accessibility standards, evaluate the platform against those standards, and be transparent about the current level of assurance.

Accessibility-supporting features in the current build

The AI tutor interface offers a number of accessibility-supporting features, including:

- The tutor input field has a programmatically associated label.
- Interactive controls use native HTML buttons rather than clickable divs.
- Tutor responses update through ARIA live regions, supporting announcement of dynamic content.

- The voice on/off control exposes its state to assistive technology.
- Decorative avatar graphics are hidden from screen readers.
- The main avatar has meaningful alt text.
- Inputs and buttons include a visible focus outline.
- The layout includes responsive behaviour for smaller screens.
- Learners can type or speak to the tutor.
- Tutor voice output can be switched off by the learner.
- A copyable text transcript of the session is maintained.
- The message box supports keyboard submission using Enter.

Text, voice and learner control

Learners can interact with the tutor by typing or, where supported by the browser and device, by speaking.

Tutor voice output can be switched off. This gives learners more control over how they engage with the tutor and helps support different preferences, contexts and access needs.

The session transcript is retained in text form during the session, so learners and staff can review the interaction in a readable format.

Current status

The current build incorporates a number of accessibility-supporting design decisions that align with recognised WCAG principles. Independent assessment against WCAG 2.2 AA is planned as the platform matures.

Ongoing improvement

Accessibility improvements are identified through internal review, user feedback and future independent assessment. Findings are prioritised as part of the product development process.

Future work may include structured keyboard testing, screen-reader testing, formal accessibility review, clearer documentation of known limitations, and a published route for requesting adjustments.

Requesting adjustments

Institutions, learners and staff are encouraged to report accessibility issues or request reasonable adjustments. Reports are reviewed as part of our continuous improvement process and may inform future product development.

Alignments with accessibility principles

WCAG principle	Nested Learning's current approach
Perceivable	Supports text and voice interaction, meaningful image alternatives where appropriate, responsive layouts, and readable session transcripts.
Operable	Uses native HTML controls, visible keyboard focus, keyboard submission, and avoids relying solely on pointer interaction.
Understandable	Uses labelled form controls, consistent interaction patterns, and clear learner controls for voice features.
Robust	Uses semantic HTML and ARIA live regions to improve compatibility with assistive technologies.
Assurance	The current build has not yet undergone an independent WCAG audit. Accessibility continues to be reviewed and improved as the platform develops.