

ESOL Learners with Additional Learning Needs: A set of curated resources

Adult ESOL learners come to ESOL provision with a range of language and pastoral needs. Along with these, learners may have additional learning needs which may not always be identified or met in a timely manner due to lack of resources. This is a set of curated resources and sources for training to help upskill practitioners.



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Introduction

This resource bank is designed to support adult ESOL (English for Speakers of Other Languages) learners and those who fall within the 16–18-year-old groups, with additional learning needs (ALN). It aims to provide ESOL practitioners with guidance, tools, and strategies to enhance the learning experience and foster inclusion within ESOL classrooms.

Adult ESOL learners come to ESOL provision with a range of language and pastoral needs. Along with these, learners may have additional learning needs which may not always be identified or met in a timely manner due to lack of resources. This is a set of curated resources and sources for training to help upskill practitioners.

Additional learning needs could be:

- sensory needs such as impaired, hearing or sight.
- physical needs for example to do with mobility.
- information processing needs and neurodiversity.
- emotional needs such as trauma.

In practice, a learner may have more than one need. For example, a neurodiverse learner who needs wheelchair access.

In the education sector, the terms Additional Learning Needs (ALN) and Special Educational Needs and Disabilities (SEND) are often used interchangeably. Additional learning needs refer to the extra support or adjustments required to help adult learners engage fully in educational activities. These needs might include assistance with literacy or numeracy, help with using technology, or support for physical or sensory disabilities. Some adult learners may also benefit from flexible learning schedules, personalised teaching methods, or access to counselling services to address barriers such as anxiety or lack of confidence. Recognising and addressing these needs is crucial to ensure all adults have equal opportunities to succeed in their learning journeys.

For adult learners, SEND refers to individuals aged 18 and above who may require additional support due to physical, sensory, intellectual, or emotional needs. Educational institutions and training providers offer tailored resources, adjustments, and personalised approaches to ensure these learners have equal access to education, training, and employment opportunities. The aim is to foster independence, inclusion, and achievement, helping adults with SEND reach their full potential in both academic and everyday settings.

Adult ESOL learners with ALN/SEND face a number of issues, these include:

- Language barriers compounded by learning difficulties such as dyslexia, ADHD, or autism. It can be difficult to distinguish between language needs and additional learning needs when carrying out initial and diagnostic assessments.
- This may lead to limited access to tailored resources and differentiated instruction.
- Feelings of isolation, low self-esteem, and anxiety related to both language learning and additional needs.
- Cultural differences and unfamiliarity with local support systems. The educational systems in their countries of origin may not be equipped to identify ALN, in particular, sensory and emotional needs and neurodiversity. or the learners may not have had access to assessments for these needs due to interrupted schooling, for example, in areas suffering from conflict and natural disasters.

ESOL teachers also face challenges in:

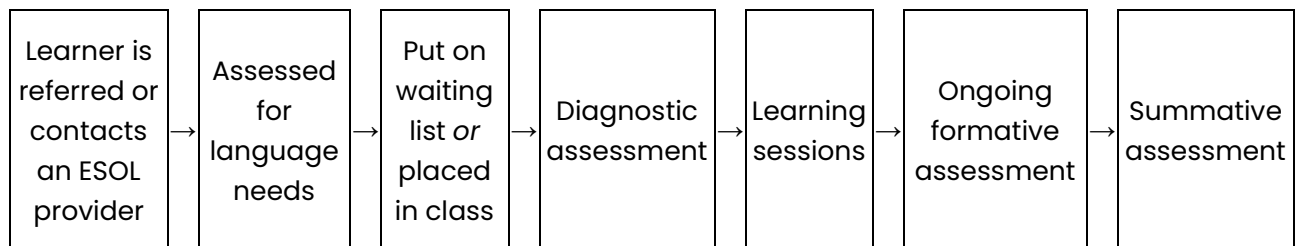
- Identifying and assessing additional learning needs in a diverse classroom setting.
- Lack of specialised training or resources for supporting learners with complex needs.
- Balancing curriculum requirements with individualised support.
- Managing classroom dynamics and fostering an inclusive environment.

At this stage it is important to recognise that identifying and assessing additional learning needs in adult learners on non-ESOL courses is done by specialist staff who are trained to do so and often work as part of a team. This service may not be available in community settings. This facility needs to be available for ESOL learners as well. ESOL teachers are able to respond to additional learning needs once the learners' needs have been identified and shared with the tutor.

Supporting ESOL and other learners with ALN is a specialised area which requires specialist training. Successful practitioners in this area also acquire experience and a nuanced approach to this complex area of learning and teaching. This resource is aimed at teachers who teach ESOL in groups which may include learners with ALN to help them to recognise needs beyond language and to support them in enhancing learning in class group contexts.

Learning Journey for ESOL learners with SEND/ALN

Before ESOL learners are placed in an ESOL class, most settings make a note of their interests and language needs. This may be a light touch assessment in community settings. At larger centres with several classes, or colleges, learners undergo a needs analysis or initial assessment to record their language needs before being placed in a class. A typical learner journey tends to follow these stages from first contact to when they finish a course.



Learners' additional needs should be identified and supported at each stage of their learning journey.

Principles, Values and Ethics

When designing resources, it is useful to keep a set of principles in mind, usually drawn from literature and experience. Principles ensure a consistent structure and help to create a unified and professional experience. Principles also provide a basis for informed decisions and keep our focus on resource users, ensuring the final resource is easy to understand, accessible, and functional.

This resource bank is informed by:

- **Learners as stakeholders and contributors** to their and others' learning, not just a collection of needs.
- Informed teaching and learning where **institutions' resources for needs analysis and support** are identified.
- Teachers' **professionalism** in seeking out training and resources proactively.
- **Sharing** resources and strategies through networks of teachers and learners.

Values are key to decision making. As teachers we make decisions all day, choosing learning materials and strategies. Like principles, being aware of our values helps us make, and importantly review, our choices and decisions.

Values key to supporting ESOL learners with additional needs are '**Willingness** to be inclusive of (ALN)s despite a perceived lack of institutional support' (McClain and Mallary, 2025 p.12), flexibility e.g. choosing resources and strategies, and empathy e.g. clear and adapted communication.

Ethical practices of confidentiality, collaboration and a commitment to continuous improvement enable all learners to achieve their potential and thrive within educational settings.

The following sections provide guidance and resources for enhancing learning for ESOL learners with sensory, neurodiversity and emotional needs in the context of class groups. Each section addresses a cluster of additional learning needs, begins with general tips, shares specific strategies and suggests further resources. The Resource Bank concludes with recommendations for providers and resources which can be used across the spectrum of additional needs.

Supporting Blind ESOL Learners and Learners with Visual Impairments

Visually impaired and blind language learners are individuals who experience partial or complete loss of sight, which can affect their access to traditional language learning materials and classroom activities. The impairment and loss of vision may be from birth or may have happened later. Learners' needs in an ESOL classroom will depend on when sight was lost or impaired, their previous educational experiences and strategies they may already have to access learning materials and activities. Along with needs, initial and diagnostic assessments should note what learners can do and the strategies they bring with them.

Joanna Davidson's website, [Teaching ESOL/EFL to blind and visually impaired students](#), shares practical tips and strategies for making ESOL learning accessible. These range from suggestions for classroom layout to teaching grammar and include strategies for effective initial and final assessments. Some of Joanna's tips and strategies are shared here.

General tips

- Always keep the room furniture in the same place.
- Verbally describe EVERYTHING: say how many students are in the room; say you are e.g. giving out handouts or opening the window if you start moving; say (repeatedly) what you are writing on the board; describe carefully any visuals etc.
- Use realia as much as possible that can be handled and touched.
- During pair work and group work ensure the learner gets a variety of partners by asking the partners to move. Allow the visually impaired learner to sit in the same place each time – find out where is easiest and safest for them.
- Use a computer with text to speech software.
- Find out if the learner has no vision or has some vision where enlarged handouts or e.g. a computer screen with white text on a black background might be visible.

Vocabulary and Grammar

Ask the learner to touch and smell flowers, name them and spell their names. This technique associates learning with the smell or can be used just to stimulate senses.

Grammar books tend to present simple diagrams with timelines that show present, future or past aspects. Visually impaired and blind learners cannot see

them and their description may not mean much to these learners. These timelines can be presented as tactile diagrams, see Joanna Davidson's website for an example. These tactile diagrams can be labelled in braille.

Some suggestions for class materials are to bring in ingredients for pancakes, for example, and let learners' taste, touch and smell these. Before bringing ingredients, check if students are allergic to any. Wet tissues will come handy during a session like this as some ingredients may be sticky or oily. Use tactile flags for celebrating St. George's day for example. Bring a poppy and a short text in Braille on Remembrance Day.

To help students focus and take ownership of a lesson, read out the lesson aims. This will help the rest of the class as well; most people take in information better when more than one sense is engaged. Have cards with lesson aims in Braille, the learner can take this home.

When teaching quantifiers, give the student braille cards with various expressions e.g. not much, a lot, etc. and plates or sheets of paper with varying numbers of biscuits on each sheet. Ask them to match the cards with the plates.

This BBC programme discusses apps for those who are not sighted or have partial sight - <https://www.bbc.co.uk/programmes/b03lph90>.

Salisbury (2007) offers further tips for working with visually impaired learners

- Being consistent is key. Keep lesson routines and classroom layout the same.
- Do frequent re-caps.
- Avoid asking too many questions, this puts pressure on the learner.
- Use different textures when preparing materials.
- When preparing Braille handouts include information which refers to content only, remove all illustrations and diagrams which are not needed.
- Audio resources can be easily accessed by the student and can be simple to use.
- Make sure the lesson has frequent breaks.
- Check spelling for Braille.

Assessment

Contact the awarding body as soon as possible and let them know there is going to be a visually impaired candidate. Ask for past papers in braille.

Avoid or Adapt these Tasks

Visually impaired learners want to be included in the class as much as possible.

However, some activities may be completely inaccessible to them. It is best to avoid these. Here are some examples:

- Spot the differences.
- Describe one's surroundings.
- Match the vocabulary to the definition.
- Comment on the chart or diagram.
- Comment on or play with flashcards (unless large size for visually impaired).
- Complete picture-based exercises.
- Fill in the blanks.
- Unscramble the words.

(<https://www.englishclub.com/learning-difficulties/visual-impairment.php>)

Visually impaired learners can also enjoy class trips. Museums often have a tactile section, Roundhay Park in Leeds has a scented garden for the blind. The Yorkshire Sculpture Park is a treasure trove for tactile activities. Students can touch the sculptures and name/spell body parts.

Further Resources

- The [British Council](#) have published a series of very useful articles; you'll need to register with [Teaching English](#). Registration is free.
- [English Club](#) also share guidance for supporting visually impaired learners.
- The RNIB run a dedicated radio channel [RNIB Connect Radio](#) - station broadcasting 24/7.
- There are several online resources, podcasts, etc, such as these:
 - <http://www.bbc.co.uk/podcasts/worldservice>
 - <http://www.bbc.co.uk/worldservice/learningenglish/>

The kind of resources that can be used will depend on the level of the learners. Other questions that must be considered are: Are these blind students confident to handle everyday activities, travel, etc, on their own, or are they dependent on others? Are they computer literate? Do the teaching sessions have to be one to one? There are many advantages to teaching blind and sighted learners together - peer learning, speaking practice etc.

Case Study

Laura had a blind Kurdish learner in her class. Working with the learner to put the right support in seemed daunting at first but it turned out well.

There were other Kurdish speakers in the class who supported his learning by describing visual prompts in Kurdish and English and explaining role-play activities. The students were very supportive and at the same time it reinforced their own learning. They also helped him to get around the college and were generally invaluable.

The class mainly focused on Speaking & Listening. "We were lucky to have support from RNIB who sent us a braille teacher who worked with the learner while the sighted students engaged with literacy activities." (Adapted from a post on the ESOL Research [JISCMail](#)).

Supporting Deaf and Hearing Impaired ESOL Learners

Learners' hearing may become impaired as they progress through life, or they may be born with a hearing impairment or no hearing (deaf). The reasons may be physiological, or trauma, or both – for example, injury in a war or conflict. They may be pre-lingually deaf, where they are deafened before they acquire a language, or their hearing impairment may have developed after they have acquired a language. They may already use a sign language. These factors need to be taken into consideration when supporting hearing impaired or deaf learners.

General Tips

To communicate, deaf learners may use speech, lip-reading, sign language, a hearing aid or a mixture of some or all of these. Try and find out their preferred mode of communication as part of the needs analysis.

For lip readers, the classroom needs good light, good acoustics, minimal background noise. Others in the classroom need to speak clearly, naturally and at a slower pace. They also need to be aware that lip reading depends on the reader understanding their lip movements and being familiar with the words being used.

Some hearing-impaired learners may be assigned note-takers. Deaf or hearing-impaired learners may use hearing aids. Hearing aids amplify sound, and not all hearing aids cancel background noise. Some hearing aids are connected to their phones and can be a source of distraction.

Support Strategies

[ESOL Access for All](#) (EAFA) resources suggest teachers:

- Prepare and share notes in advance, hearing impaired learners will receive most of the input through sight and may find it difficult to take notes in class.
- Provide regular breaks for learners who lip-read, it can be tiring for them.
- Write any new vocabulary and check it is understood.
- Make sure lessons are structured clearly and provide context for the topic and language. It is difficult to lip-read if the context is not known. Provide power points, handouts and other printed/ onscreen classroom materials in advance and include written instructions on these.
- Speak in short, clear sentences, using known vocabulary. Avoid (or explain) abstract concepts.
- Show videos with captions.

- Write as much as possible on the board. Be consistent in how you use board space e.g. new vocabulary in a column on the right of the board. Leave this visible for the duration of the lesson if possible so that you and learners can refer to it as needed.

For detailed strategies to support deaf and hearing-impaired bilingual learners, see pages 23–25 in [ESOL Access for ALL, Part 1](#).

Further Resources

- [The British Deaf Association](#).
- [Education Scotland. English for Speakers of Other Languages \(ESOL\) provision Supportive practices and guidance in working with deaf learners.](#)
- [Royal National Institute for Deaf People \(RNID\)](#)
- [Royal Association for Deaf People](#)

Supporting Learners with Information Processing Needs

Learners with information processing needs are individuals who face challenges in receiving, understanding, and responding to sensory input (visual, auditory, or cognitive), often experiencing slow processing speeds, working memory limitations, or difficulties with planning and focus. These learners may require tailored support, adaptive teaching, and sensory-friendly environments, and often include those with neurodivergence and specific learning difficulties (e.g., autism, Dyslexia, ADHD).

Learners with information processing needs may display some or all of these:

- **Slow Processing Speed:** Need more time to process information, answer questions, and complete tasks.
- **Working Memory Challenges:** Difficulty retaining information while simultaneously working with it, which can cause them to forget instructions or lose their place.
- **Sensory Overload:** Difficulty filtering out environmental distractions, such as loud noises, bright lights, or excessive visual stimulation.
- **Difficulty with Verbal Instructions:** Struggles to process spoken information, especially when spoken quickly or when there are multiple steps.
- **Anxiety and Overwhelm:** Often become overwhelmed by too much information at once, leading to anxiety, frustration, or reduced academic performance.
- **Executive Function Issues:** Challenges with planning, organization, and initiating tasks.

Learners with information processing needs include:

- **Neurodivergent Learners:** individuals with ADHD, dyslexia, dyscalculia, dyspraxia, and autism. Learners with dyslexia have a different cognitive style. They can often complete complex design and electronics tasks but struggle with reading, spelling, ordering and organising writing, copying from the board, remembering instructions or new vocabulary. These difficulties can be with written and spoken language (EAFA, 2006).
- **Auditory Processing Disorders (APD):** Trouble interpreting sounds, even if hearing is fine.
- **Visual Processing Issues:** Challenges interpreting visual information e.g. copying from a board.
- **Individuals with Sensory Processing Sensitivities:** People with hyper- or hyposensitivity to sensory input, requiring a calm, structured, or adapted learning environment.

Learners with processing needs may find it difficult to orient themselves in a class group, even if they are highly capable, and benefit from targeted, individualised support to reach their full potential.

Supporting Learners

[ESOL Access for All](#) resources also suggest an individualised approach; this may take a few sessions to develop and may change across the time a learner is in your class. Here are some specific strategies.

Working with the Learner

- Work closely with the learner, note what works. Encourage the learner to take ownership of their strategies.
- Learners may feel overwhelmed from time to time, this is not a reflection of their ability. It simply means they need more time/different strategies to process.
- When overload happens, give the learner space. Use [grounding strategies](#) such as holding an object which shifts the focus. Try setting a different, achievable task.
- Support learners in developing strategies to organise their folders and manage their time.

Learning Strategies

- Memorising techniques (mnemonics), illustrated posters, cards with vocabulary and instructions all help. Instructions can be audio recorded and a link to the audio can be embedded in the task materials.
- Encourage learners to connect what they know with new language.
- Introduce visualisation strategies such as mind maps and sketching.
- Matching activities help retrieval.
- Make sure grammar, phonology and lexis are introduced and practiced in context. Topics need to be of interest and relevance to learners. Language can be contextualised through role-play, guided discussions, drama, narratives, literature, songs and games.
- Use a multisensory approach to reinforce language – allow learners to hear, read, speak and write/sketch/match it.
- Continuing practice after learners have ‘learnt’ something helps transfer into long-term memory.

Giving Instructions

- Rather than giving all the instructions for a task in one go, give the

instruction for each stage of the task as it comes up. Practice is not the only answer to processing difficulties, try other strategies when, for example, repetition is not effective.

- Along with verbal instructions, model task and language. Provide more examples in handouts.
- Give time to process, don't expect an immediate response.

Learning Resources

- Handouts need to be clear and not cluttered with too much text and information. Try and keep the layout consistent for the duration of the course or at least that lesson.
- Lined writing paper in a range of colours may help, though this has been contested in recent times. Ask for learner's preference. If they choose a colour, all handouts can be printed on that paper.
- Make learners aware of help available through technology e.g. immersive reader in Word, spellchecking and dictionary work. Also see digital resources below.

Assessment

Diversify assessment – posters, screencasts, let the student choose a topic OR announce a broader topic before the assessment. For example, if the assessment text is about the damage to water ways, a broader topic of sustainability can be announced. This allows students to read around the topic and become familiar with debates and language.

Further Resources

- Cambridge English. [Supporting learners with dyslexia: A guide for teachers.](#)
- DysTEFL2 (2016). [Dyslexia for Teachers of English as a Foreign Language.](#) University of Lodz, Faculty of Philology, Department of Pragmatics, Poland.
- [Guide to Autism in Bangladesh](#)
- Harris, R. (2025). [50 Ways to Include Learners with ADHD.](#) DELTA Publishing (paperback & digital content).
- [Supporting ADHD blog](#) by Pearson.

Digital Resources to Support Info Processing and Neurodiversity

- [Aubin](#): a free app, designed to help neurodivergents plan safe journeys.
- [Goblin tools](#) for teachers [could be useful](#) to do risk assessments for trips or write a support plan for a student but will harvest the students' data, there

may be GDPR concerns.

Supporting Learners with Mental Health Needs

Mental health difficulties include anxiety, depression, long term stress and trauma. These can cause poor concentration and memory, low motivation and attendance. Learners with mental health needs may not participate in class, may not be able to focus for longer periods, may fall asleep, exhibit changes in behaviour or challenging behaviour. Micro expressions when learners are experiencing a mental health episode could be perspiring, rapid/heavy breathing, sudden changes in behaviour.

Key mental health conditions which have an adverse effect on learning are anxiety and depression, emotional and behavioural difficulties. These affect focus, making it hard to process information or engage in class. Traumatic events or high stress levels impair cognitive function and memory, affecting the ability to learn and follow instructions.

Support Strategies

Learners with mental health needs find a low sensory load helpful. In a language classroom, there will be new language and perhaps text mediums (written, audio, pictures, video) in each lesson. To minimise surprise and stimuli, everything else needs to be as consistent and predictable as possible. To lower the sensory load (visual and audio stimulus, spatial changes), present:

- An uncluttered room, consistent and clear layout. Needs to be the same every lesson.
- A lesson outline learners can see, establish a routine so they know what is coming next, say what is going to happen as the class moves through lesson stages.
- Sensory supports for the whole class (headphones, fidgets/focus tools, weighted items).
- Designated calm, quiet spaces in the building, not in a punitive sense but time and space to regulate themselves.
- Mental health needs can be different for different learners. Along with giving the learner time to settle, allow yourself time to get to know the learner.
- Make sure the learner has been placed in the right class and the initial assessment is correct.
- Make sure the learner understands your role as teacher and give them information about services as appropriate. As adults, they can self-refer.
- Fidget/focus tools can be helpful but be careful, the learner may not find it useful and it may be a distraction. These are usually specific for the

learner.

- Offer regular 2-minute breaks with a structure – water, stretch, walk in the corridor. Present these as routine rather than a punishment. This prevents escalation and helps self-regulation.
- Be positive, notice and name success and positive behaviour in the learner.
- See [grounding techniques](#) if the learner shows signs of feeling overwhelmed or dis-regulated. It is important to practice these with the whole class, as part of class induction, before any overwhelm happens.
- Some universities have a dog or a rabbit for students to cuddle, play with or feed when they are feeling anxious or stressed.

[EAFA](#) (pages 43–45) suggest a comprehensive list of strategies to enhance learning for individual learners and for managing the classroom.

Further Resources

- NATECLA Scotland. [Trauma Informed ESOL](#)

Case Studies

For learner case studies, see [ESOL Access for All](#).

Provider Case Study

A large Further Education College in the north of England host an in-house learner support team within their adult ESOL department. There is a team of employed learner support staff and a team leader. The college is able to claim for Additional Learning Support and uses this funding for Teaching Assistants (TAs) going into ESOL classes. Tutor support for learners with ALN can be hard to audit, finance for TAs can be accounted for more easily.

The college has developed a support plan template, which is completed to note barriers to learning, such as low literacy, mental health, physical barriers, learning difficulties and more. However, support is not always available for all barriers due to capacity. Funding can be claimed for small groups (around 12 learners in a group) separately, in addition to funding for TAs. The college also runs inhouse training to support visually impaired learners.

Administrative barriers remain, however. Learners identified with ALN may need to wait for access to the right support while the support team waits for input from teachers. Also, while Learner Support teams may be carrying out assessments, not all colleges can claim for or fund the assessment.

Non-cognitive Skills for Learners with Additional Needs

Non cognitive skills—such as emotional regulation, resilience, social competence and self-management, are key to learners’ personal and academic development. These skills are particularly important for learners to make the most of group learning environments.

Sterioti (2025) outlines how non-cognitive skills can be taught to teenage learners with additional learning needs and disabilities through practical, classroom-based approaches. She focuses on four approaches. The first is social-emotional learning (SEL) through activities such as feelings journaling and role-playing social situations. Second, mindfulness-based interventions are presented as simple, adaptable practices – such as mindful breathing, listening to a bell, and using calming sensory stimuli to support emotional regulation, focus and stress reduction. The third approach is peer-mediated learning, where neurotypical students support their peers through activities like peer tutoring and perspective-swap exercises, fostering empathy, communication and inclusion. Finally, resilience-building is addressed through collaborative problem-solving tasks and challenge-based activities that encourage persistence, teamwork and learning from setbacks.

Together, these approaches demonstrate how non-cognitive skills can be explicitly taught and embedded into everyday classroom practice to support the holistic development of learners with additional needs (Sterioti, 2025).

Summary of Possible Tools and Solutions

- Accessible teaching materials, such as simplified texts, visual aids, and audio resources.
- Assistive technology tools e.g. speech-to-text software, screen readers.
- Professional development opportunities for ESOL teachers focusing on inclusive practices. Along with structured sessions, Learning Communities can be rich spaces for sharing questions and resources.
- Collaboration with learning support staff and external agencies.
- Peer mentoring schemes and structured group activities for learners and teachers to build confidence and social skills.
- Regular feedback and personalised learning plans to address individual needs.

Recommendations for Providers

Providers and department leads are key to creating an environment which enhances learning for all students. They need to:

- Offer initial assessment for all potential learners and refer learners for specialist support as needed.
- Provide structured training for everyone involved in the ESOL learners' journey, those carrying out initial assessment, support teams, ESOL teachers and volunteers, ESOL learners, assessors and awarding bodies.
- Liaise with institution wide learning support teams who work with non-ESOL learners. Smaller providers who may not have the capacity for specialist support within their organisations can contact local or national charities for support, see 'Further Resources' sections above.
- Resource ESOL teams and classrooms with support tools as outlined above.
- Include ALN as a standing item on all team meeting agendas. Along with raising issues, this can also be a space to celebrate successes such as particular learners attending more often and specific instances of progress. This could be a learner sharing their first successful visit to a post office or library for example.
- Practitioners can set up learning communities, a comfortable space to ask questions, share practice, develop strategies to lobby for support for practitioners and learners.
- Support learners' agency and voice – they can have an online presence on Facebook or Instagram to ask questions and share information.
- They may also evaluate their teams using the Meyers [Diversity, Equity and Inclusion Spectrum Tool](#).

Further Resources

- [British Council](#).
- EAFA. (2006) [ESOL Access for All](#). Department for Education and Skills.
- The [Education and Training Foundation](#) (ETF) offer CPD for supporting learners with SEND needs. Sessions are bookable via their website.
- Hunter, A. Ed. (2024) *Diversity and Inclusion in English Language Education, Supporting Learning Through Research and Practice*. Routledge: London.
- [NATECLA Inclusive ESOL Padlet](#).
- The National Association for Teaching English and other Community Languages to Adults ([NATECLA](#)) offer a regular program of webinars and bespoke training.
- [Natspec](#) are a membership organisation, offering support for those in Further Education working with students with learning difficulties and disabilities.
- The [Oner Consultancy](#) has expertise in Specific Learning Differences and offer CPD covering neurodiversity and inclusion needs.
- Stone, E.; Rae-Evans, R.; Maye, K. (2020) [Supporting Digital Inclusion of learners with low level English](#). [The Good Things Foundation](#).

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[Migration Yorkshire](#) (MY) supports people and organisations to achieve the most positive outcomes of migration for everyone in the Yorkshire and Humber region. We provide leadership and coordination, evidence, and practical assistance to organisations from all sectors at local, regional and national level. We believe in improving understanding, supporting the integration of migrants and maximising opportunities for all to create a more equal and enriched society. Migration Yorkshire is a partnership of councils working across the whole of the Yorkshire and Humber region and is based in Leeds.

Disclaimer

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Every care has been taken to ensure the accuracy of information provided in this toolkit. However, in this constantly evolving policy environment, we advise readers always to seek up-to-date information from the Ministry of Housing, Communities and Local Government and Department for Education regarding the issue of English for Speakers of Other Languages and SEND.