

# ESOL Support and Inclusion Project (ESIP)

ESOL Development Day - 16 April 2026  
Diwrnod Datblygu ESOL - 16 Ebrill 2026



# Why was ESIP created?

A small number of ESOL students have persistent difficulties in meeting expected targets and may need greater assistance with learning English than peers

**There is very little research, information or support available for ESOL learners facing these barriers**

Teachers may notice difficulties yet do not have time to find out more

**Since 2021, ESIP has been working towards identifying ongoing barriers to learning**

ESIP works alongside ESOL teachers and their students to create strategies to overcome barriers

**ESIP creates individual learning profiles, to provide information to teachers and other staff**

# What factors may be affecting progression?

## Personal

Housing challenges, family difficulties, asylum status

## \*LESLLA profile

Learning literacy for the first time through a second language

## Mental health

Trauma, PTSD, depression, complex grief, and other mental health challenges

## \*SpLDs and Disability

Dyslexia, dyspraxia, ADHD, Autism, Sensory impairments and physical difficulties

**It could be a combination. It could be something else entirely!**

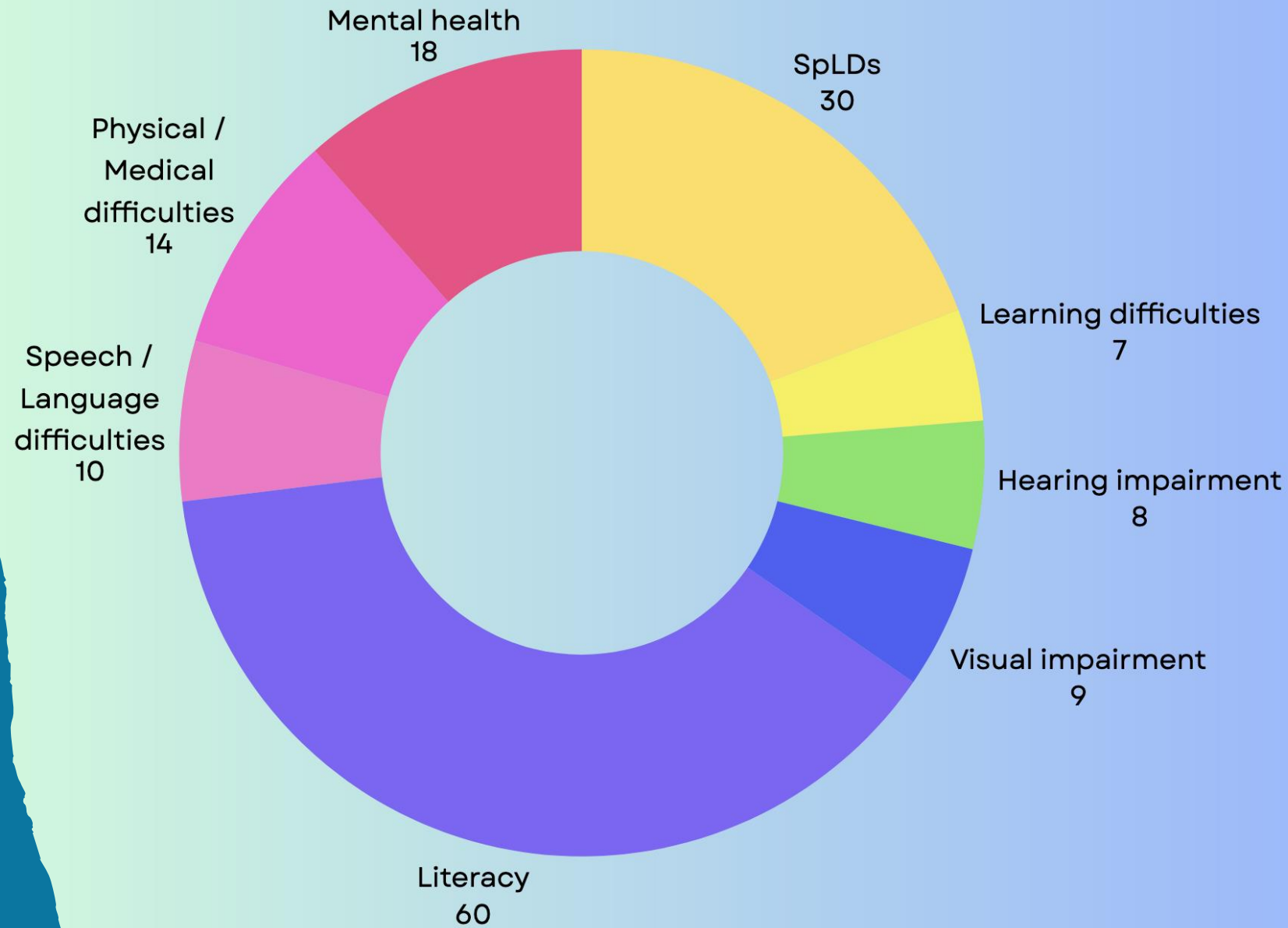
## For more information...

**LESLLA** - *Literacy education and Second Language Learning for Adults* <https://www.leslla.org> is a **research organisation** focusing on second language acquisition of migrant and refugee-background adults and adolescents with little or no native language schooling.

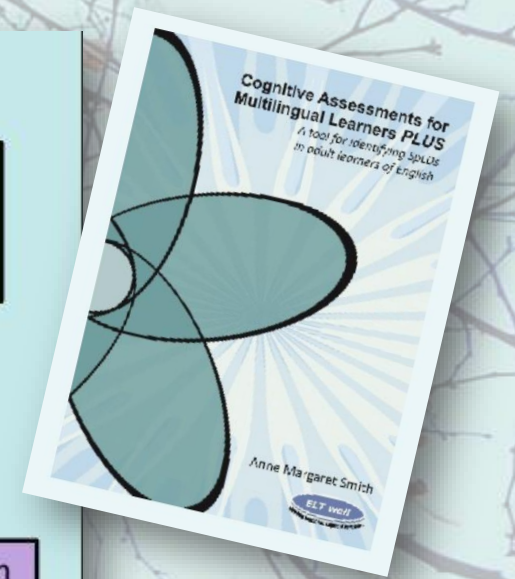
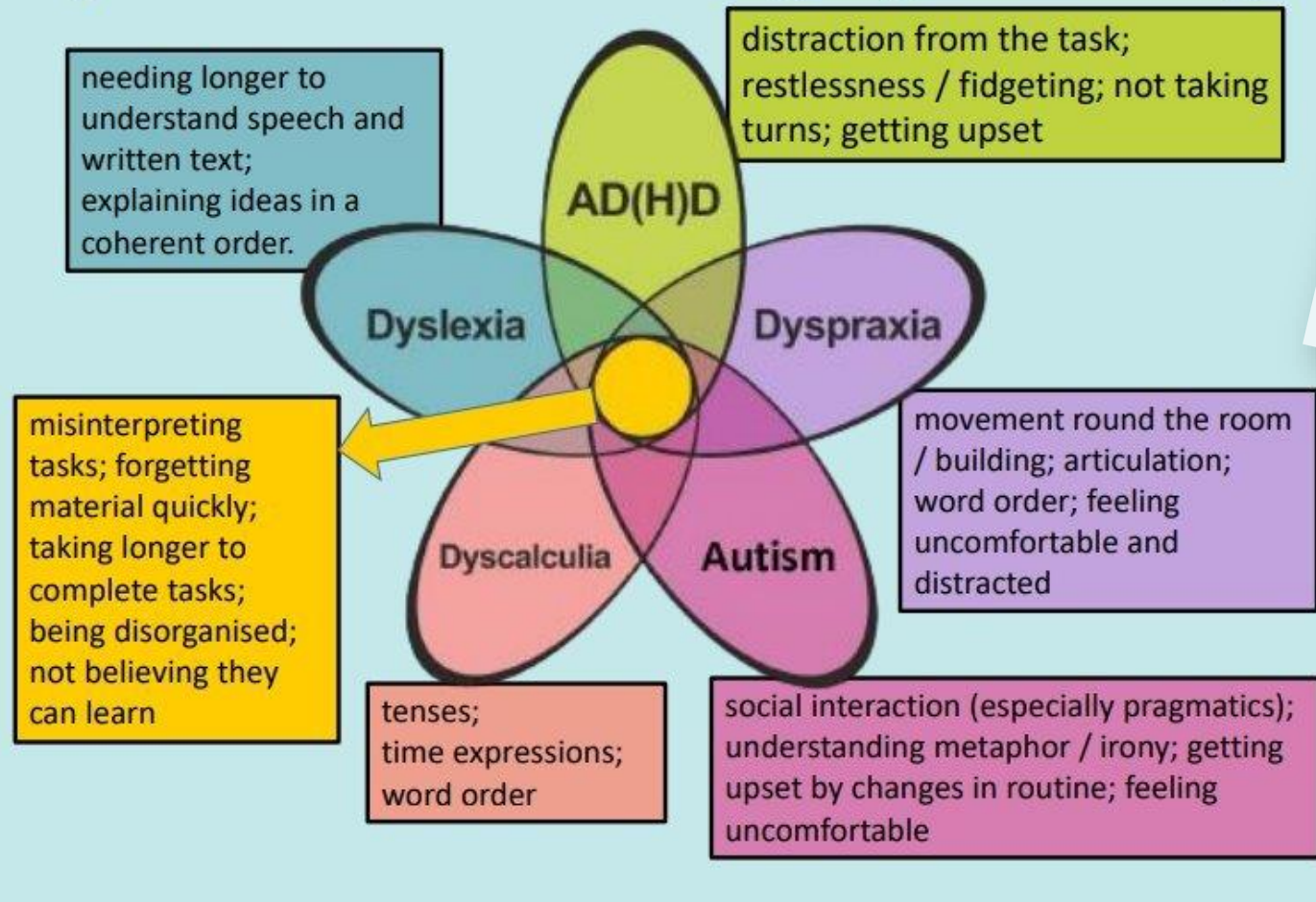
**SpLDs** - *'Specific learning differences'* are natural variations in the way the brain develops, leading to some individuals perceiving the world and processing information in a relatively unusual way. This is often referred to as **neurodiversity**.  
<https://eltwell.co.uk/understanding-neurodiversity-2/>

# ESIP Referrals

2021 – 2026



# SpLDs – effects on language learning



Cognitive Assessment of Multilingual Learners (CAML)  
Dr. Anne Margaret Smith - **ELTWell.co.uk**

# Student A

## Progression difficulty

Student from Somalia repeated the same level ESOL classes for several years making progress in speaking but not literacy.

## Referral

Identified by teachers and referred to ESIP. Took part in CAML screening assessment. Attended PE Literacy class for two years.

## Tailored support

Started ABC English Literacy Intervention Programme. Started to make progress with literacy goals.

## Outcome

Teachers have noticed improvements. Learner is reading and writing more confidently and accurately at her own pace.

# Student B

## Progression difficulty

Student from El Salvador failed all skills. She disclosed potential dyslexia. Loves reading but increasingly aware of repeated errors and subsequent difficulty learning ESOL.

## Referral

Referred to ESIP. Took part in CAML assessment. Challenges were identified with working memory, phonological awareness and processing speed.

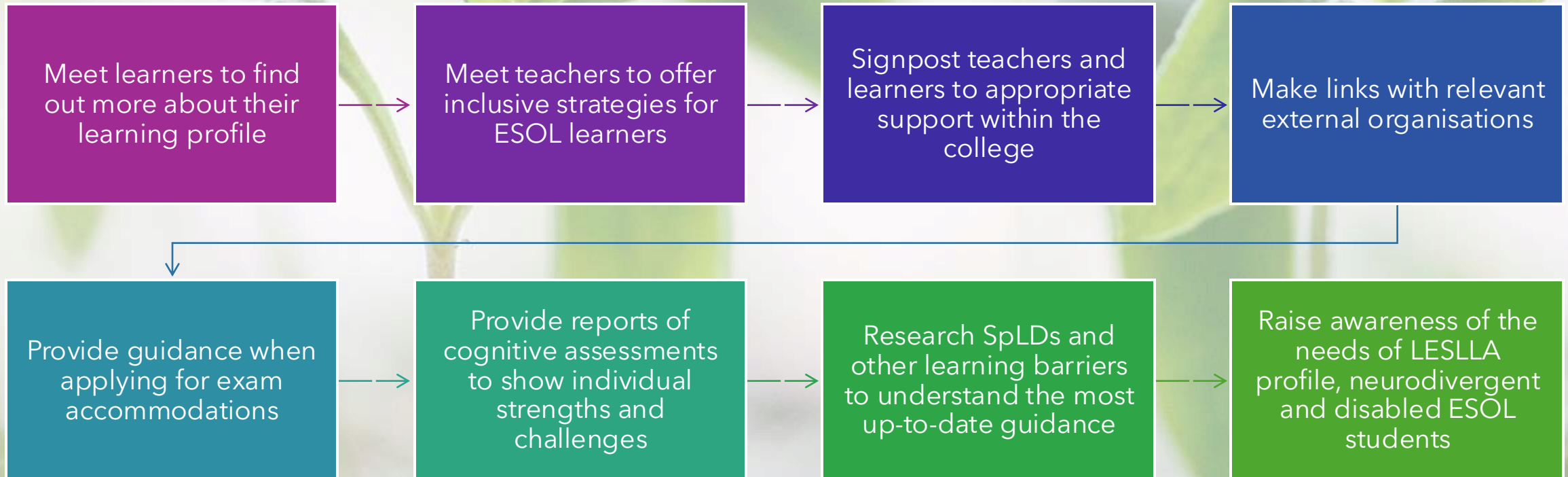
## Tailored support

Started ESIP 1:1 Intervention Programme. Areas of focus include pronunciation as well as literacy support. Student given access to digital tools for self-study.

## Outcome

Learner works regularly on pronunciation of tricky words/sounds. Learner is able to identify greatest challenges and target these in 1:1 sessions. Confidence is growing!

# What does ESIP aim to do?



Thanks!  
Diolch!

Questions by email are welcome

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