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Organisation name	Learn English At Home
Charitable status	Charitable Incorporated Organisation (CIO)
Registration number	1153425
Year the organisation was founded	1982
Address	50 Canbury Park Road
Town/City	Kingston-upon-Thames
Post code	KT2 6LX
Website	https://learnenglishathome.org.uk/
Logo	LEAH23-Horiz-POS2 (4) (2).png
Briefly describe your organisation (max 30 words).	LEAH provides personalised English language support that helps migrants, refugees, and asylum seekers communicate confidently, improve wellbeing, access services, education and employment, and gain a foothold in society.
What problem(s) does your organisation address? (max 150 words)	<p>LEAH enables asylum seekers, refugees, and migrants to build communication skills, confidence, and a sense of belonging through inclusive English and life skills education. Using a learner centred approach, we equip people to navigate daily life, access essential services, and rebuild their futures with dignity and hope.</p> <p>We support those unable to attend formal English classes due to low language levels, immigration status, or experiences of domestic violence or trafficking. Our practical English teaching helps learners engage with schools, make GP appointments and use libraries. We also offer one-to-one career clinics, teach employability skills, and connect learners to volunteering and employment opportunities.</p> <p>Research shows that English proficiency improves access to employment, healthcare, and social connections, and fosters public support for asylum seekers. LEAH's work directly addresses these needs, and we help address the isolation that migrants and refugees can experience, by fostering social connections that promote meaningful outcomes.</p>
How do you address the problem(s) identified and how are the beneficiaries involved in developing the solution? (max 200 words)	<p>LEAH supports over 600 beneficiaries annually. We break down barriers through free English language learning delivered by 150 trained volunteers and some ESOL tutors. Over half our learners are sanctuary seekers, many facing challenges such as trauma and illiteracy. LEAH works across Kingston, Richmond, Hounslow, and Merton, and continues to support learners if they are relocated across the UK.</p> <p>Over two years, learners progress from bespoke one-to-one tuition, delivered in person or online, into group classes, or into employment or volunteering roles. Volunteers personalise programmes with students, focused on practical, everyday language, to help engage with schools, the health service and their particular needs. LEAH sets clear learning and progression goals to build confidence, independence, and routes into education,</p>



volunteering, and employment.

91% of our higher-level learners prioritise finding work. They receive employability support through partnerships with job centres and colleges, including CV writing, interview practice, and multilingual digital tools. Currently, 28% are in work and 27% volunteer. We have links to specialist agencies such as Breaking Barriers and The Launchpad Collective, Merton Connected and to local job centres. Support from the Funder Network would enhance our ability to progress more learners into volunteering and employment.

What relevant skills and experience does the leadership team have to achieve the organisation's objectives? (max 100 words)

The leadership team brings extensive expertise aligned with LEAH's mission. Our Volunteer and Training Manager contributes over 20 years in education, volunteer training, and creating inclusive learning environments. Our ESOL Manager adds specialist ESOL and frontline experience supporting refugees and asylum seekers in international reception centres. Coordinators have backgrounds in refugee support, mental health charities, and decades of education experience. LEAH's trustees contribute strong strategic, educational, financial, legal, digital, and community-focused expertise. Four are LEAH volunteers with direct insight into our work. Two have non-British heritage, coming from English second language families, with personal stories or family histories of migration.

Your organisation at a glance

Sustainable Development Goal (SDG) your organisation addresses

SDG 10 - Reduced Inequalities

Error

You can only select three options.

Theme(s) that best describe your work

Education,Health & wellbeing,Migration & displacement

Checkbox calculation

No answer given

Error2

You can only select two options.

Beneficiaries

Minority ethnic groups,Refugees & asylum seekers

Checkbox calculation

No answer given

Country you work in

United Kingdom

UK region

London

Number of FTE staff in your organisation

9.2

Number of volunteers in your organisation

150

Does your organisation have a safeguarding policy in place?

Yes

Photo of your work

Screenshot 2026-03-20 at 14.12.52.png



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How many people does your work directly benefit in a typical year? (number only)

629

What evidence do you have that your solution is effective? (max 200 words)

2024-2025 learner data:

- **88% of learners reported improved confidence. 1 in 3 progressed to volunteering, education, or employment**
- **Over 80% report being healthier, improved speaking skills, 78% more confident on-line**
- **100% of referrers confirm LEAH meets complex needs of clients**

Kingston, Richmond, Hounslow:

175 learners received 1:1 support

242 learners attended 9 different classes in person or online

45 learners progressed from 1:1 support to join a LEAH community or online group class.

Merton:

258 learners supported by ESOL qualified teachers

28% of learners in employment 27% volunteering

75 learners progressed to a higher-level class

Qualitative Impact:

- **A mother who fled domestic violence now reads to her children in English and attends school meetings independently.**
- **A young street homeless Afghan man, has a place to live after building confidence to speak a few words in English, including how to ask for an interpreter.**
- **A survivor of trafficking, once afraid to speak, volunteers with a local charity as a trustee. Another learner joined the board of Medical Justice, a charity that had supported her.**
- **A learner with no formal education has progressed from one-to-one tuition to a college ESOL course.**



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Text Grid**Most recent year**

Financial year	2024 -2025
Income (£)	540,145
Surplus/deficit (£)	53,626

Title

Financial year	2023 - 2024
Income (£)	294,419
Surplus/deficit (£)	-92,262

Title

Financial year	2022 - 2023
Income (£)	380,143
Surplus/deficit (£)	7,554

What is your projected income in the current financial year? (£)

350,000

What are your main sources of funding and how long are these secured for? (max 100 words)

Our main sources of funding are trusts and foundations and government grants. The National Lottery (2027), The City Bridge Foundation (2029), Swire Trust, Wimbledon Foundation (2026), Kingston Council (2027), Hounslow Council (2026), GLA (2026).

Do you have a reserves policy similar to as though your organisation was a registered charity?

Yes**Charity/CIO**

What is your reserves policy and target level of free reserves? (max 100 words)

LEAH's policy is to hold five months' running costs in reserves, to enable business continuity in the event of unanticipated changes in the funding environment.

What were your actual free reserves in your last published accounts? (£)

83,728

What is your current level of free reserves and date thereof? If applicable, please explain any material difference between current and target reserves levels (100 words)

£100,000. The 2024/25 accounts were unusually high, due to the acquisition of a similar charity in Merton, this raised income in 24/25 and the designated reserves to £120,397.

Please upload your most recent signed and independently reviewed accounts here.

LEAH Annual Accounts 2024-2025.pdf



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Name of your proposal	LEAH Employability Clinic for Students and Volunteers
First name	Sharon
Last name	Landa
What is the purpose of the funding you are applying for?	Scaling a proven project
How would you use the grant received from TFN? (max 450 words)	<p>A Funder Network grant would enable LEAH to expand our Employability Clinic provision. 24 learners have already registered interest in our pilot programme. Several students are waiting for support due to limited volunteer capacity. The clinic is delivered by experienced HR professionals volunteering their time and trained in LEAH's learner-centred approach. They support students into volunteering or paid employment by helping them become confident, informed, and job-ready.</p> <p>Many learners face barriers such as limited English, lack of UK work experience, or uncertainty around right to work status. The Employability Clinic provides tailored, one-to-one guidance to help identify strengths, develop practical skills, and explore realistic career pathways. Support begins by helping students recognise their transferable skills, interests, and achievements. We guide them in understanding what motivates them and which types of roles may suit them. Coaches assist with CV writing, identifying volunteering opportunities, preparing job applications, and interview practise.</p> <p>Sessions are online or face to face and open to any LEAH student or volunteer, regardless of English level, previous experience, or work eligibility. Even for those unable to work yet, early exposure to career thinking empowers, helps build confidence and a sense of future possibility.</p> <p>Stage 1: Initial One to One Zoom Discussion (30 minutes) This informal conversation assesses the client's readiness to join the programme. It helps establish spoken English level, current circumstances, and progress toward right to work status. Following this discussion, the Volunteer Coordinator assigns the client to a LEAH career coach and briefs the coach before the first session.</p> <p>Stage 2: First Meeting with Career Coach (45 minutes)</p> <p>Held online or in person, this session focuses on identifying the client's interests, career ideas, and potential job sectors. Confidence building is central, and the coach uses the Career Allies four question technique:</p> <ol style="list-style-type: none"> 1. What's happening now? - Understanding the client's situation and priorities. 2. What would good look like? – Defining clear, specific goals. 3. What has worked before? – Highlighting existing strengths and past successes. 4. What is the next step? – Identifying one concrete, achievable action. <p>The session also explores hobbies, caring responsibilities, and community activities, which often reveal valuable informal skills.</p> <p>Stage 3: CV Development Session (1 hour, in person) The client works with the coach to gather information for a tailored CV. This includes formal or informal experience, responsibilities, skills, achievements, and preferred tasks. Even limited experience, helping in a family shop or caring for relatives, is reframed to highlight transferable skills relevant to UK workplaces. Coaches also explore involvement in projects</p>



or teamwork, such as supporting others, improving processes, or contributing to customer service.

Where appropriate, clients are referred to additional support programmes or volunteering networks to continue progressing toward work readiness.

How does your proposal seek to achieve social justice? (max 150 words)

The LEAH Employability Clinic promotes social justice by supporting migrants and refugees who face significant barriers to employment, language access, and community participation. Many learners experience interrupted education, limited English, and restricted work rights, which place them at risk of long term exclusion. By offering free, personalised career coaching, CV development, and confidence building support, the programme ensures that individuals who are often overlooked can access the knowledge, tools, and guidance needed to pursue meaningful work.

The project actively challenges inequality by valuing informal skills and lived experience, recognising strengths that traditional systems may dismiss. It also provides early career guidance for those not yet allowed to work, helping them build hope, agency, and future readiness. By improving employability, increasing volunteering participation, and fostering greater self advocacy, the Career Clinic helps students gain economic independence and participate more fully in their communities, promoting fairness, dignity, and equal opportunity for all.

Please upload your project or operational budget here (whichever is most relevant)

Project budget Leah Employability Clinic.pdf

Attached Files



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Project budget Leah Employability Clinic.pdf

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