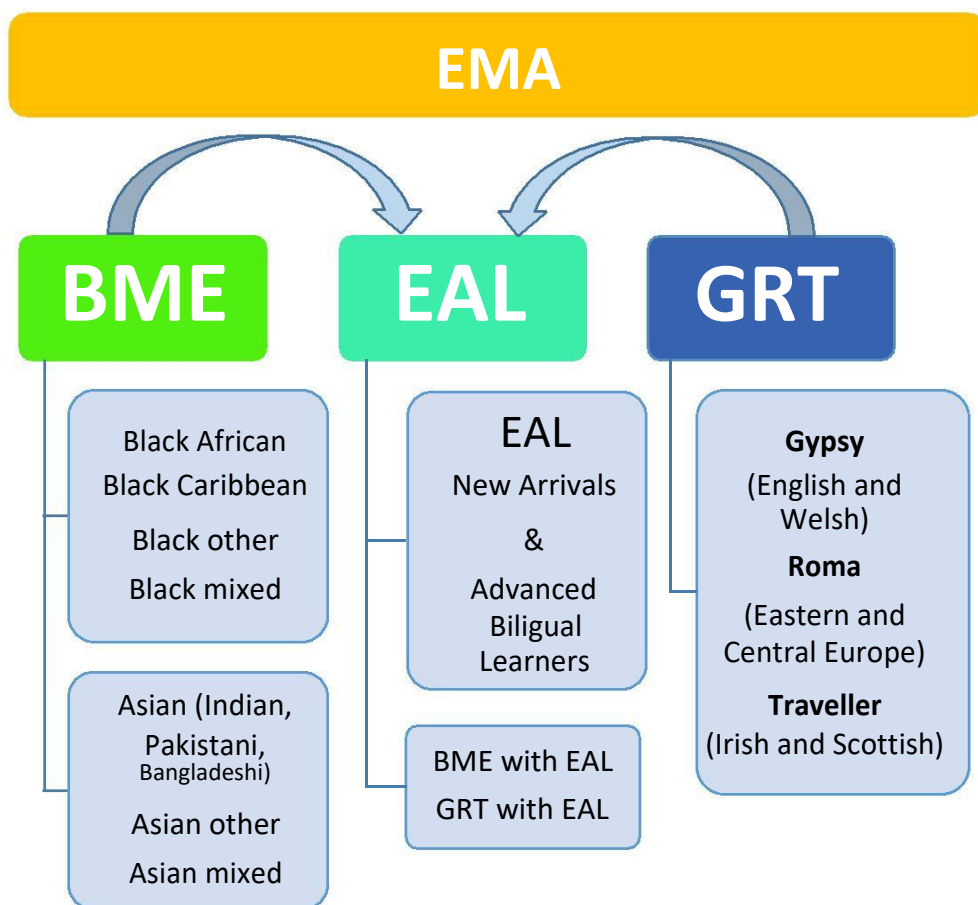
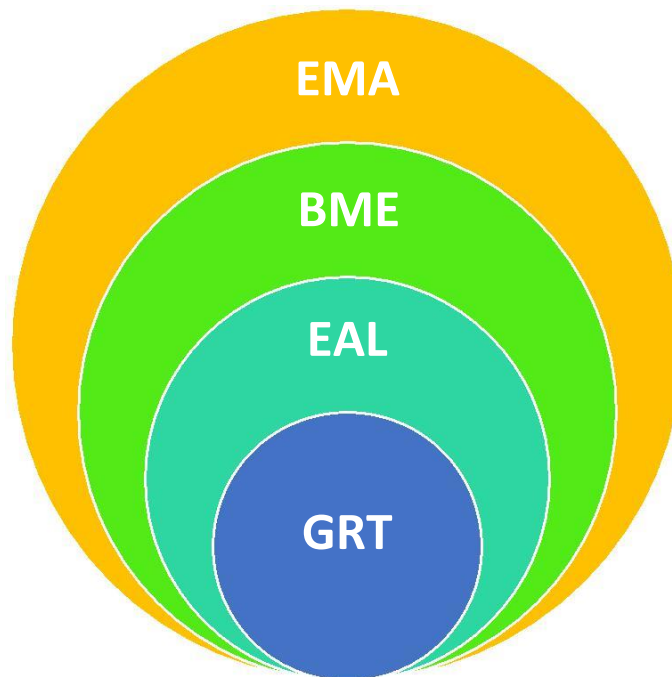
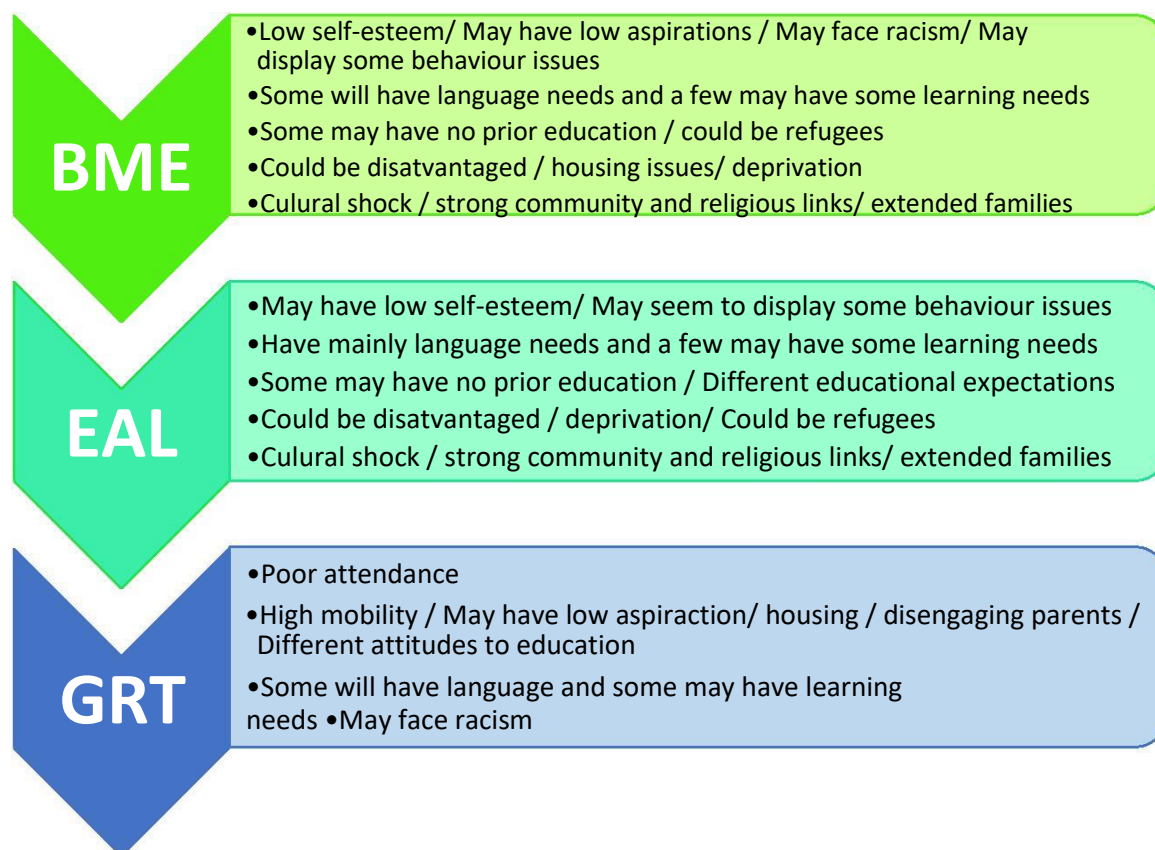


# EMA Groups



**Some observations to consider when supporting these groups. Please note they will have a lot of advantages too such as:**

- Bilingual or multilingual / knowledge in other languages
- Literacy in other languages
- Prior education / could have been doing very well in their own country/ cognitive development is high
- Travelling and other social experiences
- Supportive families



## Definitions

- EMA – Ethnic Minority Achievement
- EAL – English as an additional Language
- BME – Black Minority Ethnic
- (Bangladeshi, Pakistani, Indian, Indian other, Chinese, Asian other, Black African, Black Caribbean, other Black background, White and Asian mixed, White and African Caribbean mixed, other mixed ...)
- GRT – Gypsy Roma Traveller  
(English and Welsh Gypsies, Irish and Scottish Travellers. English Gypsies prefer to be called Gypsies. However, Gypsy is a term that can be perceived as having negative connotations and is not acceptable to some. This is very much the case with families from Eastern and Central Europe and 'Roma' is the universally preferred term).

**EAL Definitions** - English as an additional language (EAL) refers to learners whose first language is not English (Ofsted).

*EAL covers the following:*

- Pupils arriving from other countries and whose first language is not English
- Pupils who have lived in the UK for a long time and may appear to be fluent, but who also speak another language at home. These pupils are often not entirely fluent in terms of their literacy levels.
- Pupils who have been born in the UK, but for whom the home language is not English (e.g. Somali children who are born in the UK, but arrive at school with very little English due to having spoken only Somali at home and within the community)
- Pupils who have a parent who speaks a language other than English and the child communicates with in that language (ie. bi-lingual children)

It is important therefore to recognise that:

- Children who have British citizenship can still be EAL.
- If parents write on their child's admission form that the child speaks English as a first language, when it is clear that one or both of these parents is a speaker of another language, the child is very likely in fact to be EAL, and it will be necessary to check this.

A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.

Pupils learning EAL are not a homogeneous group. Schools should be aware of the possible variations between individuals and groups. Pupils come from diverse linguistic, cultural and educational backgrounds. These variations are significant when interpreting the overall attainment and achievement of EAL learners. Learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. For example, they will have had different experiences of schooling overseas. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language. Others will have had little or no formal education and might not be literate in any language. Some will be gifted or, talented; others will have learning difficulties and/or disabilities.

**Macmillan Dictionary's definition is:** English as an Additional Language: English taught to people who have moved to an English-speaking country and whose first language is not English, especially school children. EAL can also refer to English taught to all people whose first language is not English.