

English as an additional language

Many families in Hampshire do not speak English as a first or home language. It is important to tell your child's school if this is the case for your family. This will help your child's school understand how best to support you and your child.

Schools use information about children's first languages to monitor progress and achievement and to make sure no child is disadvantaged because English is not their first language.

First language

This is the language a child was first exposed to during their early development and continues to be exposed to in the home or wider community.

Home language

This is a language that is spoken in the home of a child. The child does not necessarily have to speak or understand a home language.

So although first and home language are often the same, for some children their first language is different from their home language.

Parents/carers of children in primary school should determine the home language. Children aged 11 or over can determine their first language for themselves, though we recommend this is done with the support of parents/carers.



Hampshire EMTAS works to improve the educational outcomes for children and young people from ethnic minority groups, including children from families for whom English is an additional language (EAL).

We provide:

- **information and advice**
- **support at admission**
- **telephone help lines in different languages - see our website for details**
- **heritage language GCSEs**
- **first language support**
- **support at transition**

Further Information

www.hants.gov.uk/emtas

Tel: 0370 7794 222

Email EMTAS@hants.gov.uk

Information on ascription and first language for families new to the UK education system



Ascription

Ethnic origin

A) White		B) Mixed		C) Asian or Asian British	
British	<input type="checkbox"/>	White & black Caribbean	<input type="checkbox"/>	Indian	<input type="checkbox"/>
English	<input type="checkbox"/>	White & black African	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>
Irish	<input type="checkbox"/>	White & Asian	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>
Scottish	<input type="checkbox"/>	Any other mixed	<input type="checkbox"/>	Other Asian	<input type="checkbox"/>
Welsh	<input type="checkbox"/>				
Other white	<input type="checkbox"/>				
D) Black or Black British		E) Chinese / other ethnic group			
Caribbean	<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Please state:	
African	<input type="checkbox"/>	Traveller	<input type="checkbox"/>	<input type="text"/>	
Other black	<input type="checkbox"/>	Any other	<input type="checkbox"/>		

This leaflet is for parents. It was written to explain why schools ask parents to identify an ethnic code for their child (ascription) and why they ask for information about a child's first language.

Schools usually ask for this information at admission (when the child first starts school).

The information you give to your child's school should only be used to help teachers give the best support possible to your child.

If you have questions about this, or any other aspect of your child's education and you do not want to talk to the school, contact us by phone or email.

We can also help you communicate with your child's school.



In UK schools, information about pupils' ethnic backgrounds is collected and used to monitor progress and achievement. It is a statutory requirement that all schools collect this information for every child. This means schools have to collect ethnicity data by law.

When your child first joins a UK school, you will be asked to ascribe to the ethnic group you feel best represents your family's background. Children who are in secondary school (11-16 years old) can do this for themselves, though we recommend they do so with the support of their families.

You have the right to decide whether or not to give this information to the school; the school cannot make the choice for you without your consent. It is recommended that you **do** provide the information, however, as it is used to monitor the progress and achievement of different groups of pupils to make sure none is disadvantaged.

