



Making referrals to Jacari: Guidelines for teachers and EAL leads

1. Please ensure you first have parental permission by getting a parent to fill out the consent form, downloadable from our website at www.jacari.org/schools. Consent must be updated each September for pupils on our waiting list; the Jacari coordinator will let you know if you need to obtain renewed consent from a family
2. To complete the form you will need the following information at hand:
 - a. the family's contact details
 - b. details of the pupil including age, year group, first language and approximate date of arrival in the UK
 - c. teaching details about the pupil including their EAL Band for reading, writing, speaking and listening; their confidence level and their attitude to learning
 - d. Notes on what you would like the Jacari tutor to support them with
 - e. Information from the parents on their access to an internet connection and/or laptop or digital device at home (this question is asked on the parent consent form)
 - f. Information from parents about the preferred gender of their Jacari tutor (this is asked on the consent form)
3. Go to www.jacari.org/schools and click 'Make a referral'. Complete the online form.
4. Send the parental consent form to the relevant Jacari Coordinator for your city, by scanning and emailing it to oxford@jacari.org or bristol@jacari.org or posting it to the relevant office
(Oxford: Jacari, Old Music Hall, 106-108 Cowley Road, OX4 1JE. Bristol: Jacari, Independent Business Centres Ltd, 7 Unity Street, Bristol BS1 5HH)
5. Subject to Coordinator approval, your referral will be added to our database and we will start to look for a suitable volunteer. As the referring teacher, you will be emailed when your pupil is matched up.

Jacari Policy of Meeting Need

The demand for Jacari tutors is higher than the number of volunteers. Consequently, some children are kept waiting on our database until a tutor becomes available. This document is designed to explain how Jacari meets need. We hope schools will use this a.) to inform the referrals they make, and b.) to make parents aware of how Jacari allocates its volunteers.

The Jacari home teaching scheme is designed to provide free support to EAL pupils where:

- a) Their EAL needs give them significant problems with academic work and classroom participation



- b) Their EAL needs contribute towards lower confidence in social interactions
- c) Their EAL needs cause them problems integrating with their peers

Parents and teachers should be aware that due to the range of criteria we use, Jacari does not work on a first-come first-served basis. Jacari matches volunteers to children by taking into account a number of criteria:

- Pupils' proficiency in English - pupils in EAL bands A and B will be prioritised.
- Gender preference. The tutor gender preference specified by families will be respected; we tend to have many more female than male volunteers available.
- Pupil premium. Since we do not charge for our tutoring we aim to reach those *who could not afford to pay for any extra tutoring* themselves.
- Children whose parents' English is limited, so that parents have limited capacity to help children with homework; or where the child acts as translator for their household. It is helpful to us if you identify the children for which this applies in the 'Further Information' section.
- Children who have spent a significant period of time out of UK schools (where applicable) or who have newly arrived in the UK
- Volunteer age and travel preferences. Wherever possible, we aim to match volunteers to the age group and local area which they are able to travel to.

Jacari aims to match as sensibly and as sensitively as possible by considering all factors which affect a child's attainment. The more information you provide on the referral forms and in termly meetings, the better we can target the children who would benefit from our services. Similarly, if a child's circumstances have significantly changed, or if they no longer need Jacari tutoring, please let us know. Thank you for your understanding and cooperation. Please email all queries to the Coordinators on oxford@jacari.org or bristol@jacari.org

If a parent wants you to refer their child, and you do not feel they are suitable for Jacari support, please tell them this and show them these criteria.

Appendix: EAL Band System (taken from gov.uk)

Schools can assess the position of their EAL pupils against a five-point scale of reading, writing and spoken language proficiency (see below) and make a 'best fit' judgement as to the proficiency stage that a pupil corresponds most closely to:

- **New to English [Code 'A']:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying / repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.



- **Early acquisition [Code 'B']:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative / accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
- **Developing competence [Code 'C']:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
- **Competent [Code 'D']:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
- **Fluent [Code 'E']:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.