



Ministry  
of Defence

**JSP 342**  
**Education of Service Children and Young People**  
**Part 1: Directive**

# Foreword

People lie at the heart of operational capability; attracting and retaining the right numbers of capable, motivated individuals to deliver Defence outputs is critical. This is dependent upon maintaining a credible and realistic offer that earns and retains the trust of people in Defence. In order to achieve this, all personnel must be confident that, not only will they be treated fairly, but also that their families will be treated properly and that Service veterans and their dependants will be respected and appropriately supported.

Our Service children and young people, from an early age, can sometimes experience challenges that their civilian counterparts may not; mobility within the Services can mean that children change schools more frequently and dealing with deployment can also impact upon a child. Education, from early years through to higher education, can provide the stability to help children and young people through these times. The Directorate of Children and Young People is responsible for: the detailed development and direction of policy, plans, services, governance and change programmes supporting children and young people; the representation of the needs of Service children and young people in the Defence and cross-Government arenas; the sharing of best practice between MoD-provided schools overseas, the Queen Victoria School in Scotland and UK counterparts.

JSP 342 promulgates the policy requirements and comprehensive practical guidance for the coordination and delivery of education to Service children and young people.

**Lieutenant General Andrew Gregory**  
**Chief of Defence Personnel**

**Defence Authority for People**

# Preface

## How to use this JSP

1. JSP 342 is intended as a comprehensive framework for the provision of education to children and young people. It is designed to be used by staff responsible for the delivery of children and young people's education services and for Service personnel to assist their decisions on the provision of education for their children. This JSP contains the policy, direction and guidance on Service children's education and childcare. It is the intention that this JSP will be reviewed annually.

2. The JSP is structured in two parts:

a. Part 1 - Directive, which provides the direction that must be followed in accordance with statute or policy mandated by Defence or on Defence by Central Government.

b. Part 2 - Guidance, which provides advice, information and examples of best practice to assist the user to comply with the Directive(s) detailed in Part 1. Due to the diverse range of education provision available, JSP 342 Part 2 has divided into the following Volumes:

(1) Volume 1: Education of Service Children in the UK

(2) Volume 2: Education of Service Children Overseas in Service Children's Education (SCE) Schools

(3) Volume 3: Education of Service Children Overseas in Non SCE Schools

(4) Volume 4: Education of Service Children in Early Years Foundation Stage (EYFS) in the UK and Overseas

## Coherence with other Defence Authority Policy and Guidance

3. Where applicable, this document contains links to other relevant JSPs, some of which may be published by different Defence Authorities. Where particular Defence dependencies exist, these other Defence Authorities have been consulted in the formulation of the policy and guidance detailed in this publication.

Related JSPs	Title
JSP 464	Tri Service Accommodation Regulations (TSARs)
JSP 752	Tri Service Regulations for Allowances
JSP 770	Tri Service Operational and Non Operational Welfare Policy
JSP 800 Vol 5	Defence Movements and Transport Regulations
JSP 820	Tri Service Disability and Additional Needs Policy
JSP 834	Safeguarding Children

## Further Advice and Feedback - Contacts

4. The owner of this JSP is the Director Children and Young people (DCYP). For further information on any aspect of this guide, or questions not answered within the subsequent sections, or to provide feedback on the content, contact:

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# 1 Roles and Responsibilities

## Departmental Responsibilities

1. Responsibility for determination of policy for the provision of children and young people's services for Service children and the children of UK based civilians serving overseas lies with the Secretary of State for Defence<sup>1</sup>. Within the Department, the Principal Personnel Officers (PPOs) advise on this responsibility, with the assistance of Directorate Children and Young People (DCYP).
2. The Secretary of State for Defence has ultimate responsibility for determining the policy and resources framework within which DCYP operates. In practice the Secretary of State delegates responsibilities to the Adjutant General (AG), who is the lead PPO on Service children's education issues.
3. A Service child is defined as a legitimate or legitimated child or step-child of either or both of the spouses/civil partners where at least one of the spouse/civil partners is a serving member of Her Majesty's Armed Forces (including a reservist on active duty). A child statutorily adopted by either or both of the spouses/civil partners; a child of the family (a legal term meaning any other child who is being brought up in the household of the husband/wife/civil partners at their expense or was so being brought up immediately before the spouses/civil partners were estranged, separated by legal order, divorced or the civil partnership was dissolved or before the death of the husband, wife or civil partner). A child is deemed to be below the age of majority (18 years). (Though this is extended for those in full time education or for those who have a disability). Other Government Departments may define a Service child differently but the definition above is to be used for the purposes of JSP 342.

## Role of Directorate Children and Young People

4. Reporting to the Adjutant General in his capacity as the Defence-wide lead for children and young people, the 2\* DCYP is responsible for providing the professional leadership and direction for the MOD's work in support of Service children and young people, at home and overseas in order to ensure that they are provided with every opportunity to achieve the best possible outcomes and fulfil their potential. DCYP includes Service Children's Education (SCE) and the Children's Education Advisory Service (CEAS).
5. Where Service children and young people live in the UK, and where local authorities have the lead for providing services, the role of the Directorate, is to concentrate on developing strategic links and challenge at the appropriate level to ensure that the unique needs of Service children and young people are taken into account at national and local levels.
6. In those areas where the MOD has direct responsibility for delivering services to achieve positive outcomes for children and young people the Directorate's main focus is to ensure that this work is effectively coordinated and directed.
7. The Directorate has developed a Children & Young People's Plan in order to provide a framework for what will be done. The Plan has the following vision as its basis:

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<sup>1</sup> QRS\_Army\_1975\_amdt\_31-Education of Service Children

“Achieving the best for Service children and young people”.

8. To assist with delivery, DCYP has access to a wide range of professional staff; subject matters experts in the fields of children and young people’s education, education advice and safeguarding.

### **Role of Service Children’s Education (SCE)**

9. The role of SCE is to provide an educational service to meet the needs of dependant Service children, including the children of MOD UK based civilians and sponsored organisations serving outside the UK which, as far as possible, conforms in type, scope and standard to that required by the Education Acts in England (and takes into account developments in the education systems of Wales, Scotland and Northern Ireland).

10. The principal objectives of SCE are to:

- a. Deliver a first class education service overseas which is comparable to sound practice in the UK.
- b. Deliver the services in an efficient and cost effective manner.
- c. Benefit pupils by their temporary residence outside the UK.

### **Role of Children’s Education Advisory Service (CEAS)**

11. The role of CEAS is to provide information, advice and support to Service families and eligible MOD civilians on all aspects of the education of their children in the UK and overseas; and advice and guidance regarding the education of Service children to devolved administrations, local authorities, other government departments including MoD, and to Forces Families Federations. CEAS operates a confidential helpline, e-mail and fax enquiries service and has professionally qualified staff to provide subject matter specialist advice and support.

12. When children move frequently from one school to another or between different educational systems obtaining appropriate provision can be complex. The principal aims of CEAS are to advise on and where possible support the Service community with:

- a. Admissions to schools.
- b. Special Educational Needs (SEN) in England and Northern Ireland; Additional Support Needs (ASN) in Scotland and SEN / Additional Learning Needs (ALN) in Wales.
- c. Information on Extra Command Areas (ECA) and sites with isolated status.
- d. Access to Continuity of Education Allowance (CEA) and education in the State and Independent boarding sectors.
- e. Further and higher education.
- f. Retention of SFA for educational purposes.



g. Engagement with Department for Education (DfE) and devolved administrations and with local authorities and schools on issues about Service children.

13. CEAS provides advice and support concerning the education of Service children to other MoD departments, local authorities and families involved in Unit moves, rebasing, and assignment.

14. CEAS maintains a register of Service children with special or additional needs and disabilities in accordance with JSP 820 MoD's Tri-service Disability and Additional Needs Policy, JSP 770 Tri-Service Operational and Non-Operational Welfare Policy, and single service instructions. The purpose of the register is to assist in pre-assignment supportability checking required by the JSPs, facilitate the issue of advance notice move letters to receiving authorities when personnel are posted and support personnel. Where information is received via SCAN, a subsequent move letter will be issued if the contents indicate that a local authority would be likely to need to formally identify a child's learning needs.

15. CEAS provides advice to local authorities in England concerning the statutory Education, Health and Care (EHC) Assessments of children and young people of Service families; and advice, and where possible support, to Service families concerning the implementation or review of Statements, Education and Health Care Plans (EHCP) and other individual support programmes implemented by local authorities or schools.

16. CEAS operate a Parent Partnership Service in BFG to accord with English national standards where possible. Personnel based other than in Germany can also access similar advice and support via UK based CEAS Parent Support Officers through the CEAS enquiries service.

# 2 Education Policy in the UK

## Education in the UK

1. In the UK, responsibility for the making of education law and guidance has been devolved to the Scottish Parliament, the Welsh Assembly and the Northern Ireland Assembly. In England legislative responsibility for education continues to lie solely with Parliament at Westminster actioned through the Department for Education, (DfE). Consequently, care should be taken when making reference to education in the UK; there is no UK system as such and 4 separate national systems exist that have their own structure and curricula, and which may differ markedly. Care should also be taken with terminology, what may be meant by the use of a particular term in one area may have a different meaning elsewhere. Educational policy in each area is subject to frequent change.

## Education in England

2. In England, school admissions are controlled via The School Admissions Code<sup>2</sup> which sets out requirements that admission authorities have to follow in handling school admissions. The Code contains some limited provisions for Service children which were inspired by the Armed Forces Covenant and which seek to remove some of the disadvantage inherent in mobility. Generally, these relate to priority for state boarding school applicants, the consideration of Service children as excepted pupils under the Infant Class Size Regulations and allowing families to apply for places in advance of a posting.

3. Admission authorities must provide for the admission of all children in the September following their fourth birthday, although parents can request that their child takes up a placement part time or defer the date their child is admitted to school until later in the academic year or until the child reaches statutory school age; this commences at the start of term following a child's fifth birthday. A child thereafter has to attend school unless educated otherwise<sup>3</sup>. Compulsory school age ceases on the last Friday in June in the school year in which the child reaches the age of 16.

4. Coordinated admissions rounds are held for first entry in to primary school and for when children move from one phase of education to another within the compulsory school years such as transfer to secondary school. Outside of these admissions rounds, admissions are known as in-year admissions; these may be handled via a local authority or individual schools should they be their own admissions authority.

5. To accord with Raising of the Participation Age requirements in England, young people born on or after 1 September 1997 are required to continue in education or training until their 18th birthday.

6. Young people in England have a choice on how they achieve this which could be through:

- a. Full-time study in a school, college or with a training provider.

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<sup>2</sup> The School Admissions Code 2012 – Department for Education

<sup>3</sup> Home educated or private schooling.

- b. Full-time work or volunteering combined with part-time education or training.
- c. An apprenticeship.
- d. Employment with training.

7. Post-16 education is available via school sixth forms, sixth form colleges and colleges of further education. Minimum entry criteria may be applied for some courses.

8. Higher-education may be accessed at Universities; many local colleges have linked with Universities to offer higher education courses. Tuition fees are charged for the majority of applicants and loans to cover tuition charges and means tested support loans and grants may be available for some students via Student Finance England.

## **Education in Scotland**

9. School age children are those who are 5 years old when they start school in August, or who will turn 5 before the following March. Should a parent wish their child to start school before they reach school age they should contact the local council. If the council agrees that it would be appropriate to the child's ability and aptitude for them to start early (they may assess the child's ability) they will provide a Primary 1 place in one of their schools. Parents do not have a statutory right to make a placing request for a child who will be under school age when they start primary school. If a placement is not offered there is no right of appeal. Parents can also ask their council to defer to the following August when their child starts school.

10. The majority of schools in Scotland are managed by the 32 'unitary' councils. These councils normally offer school places to children on the basis of designated catchment areas. They determine the catchment areas for each of their schools and children living within this are normally provided with a place at the school serving that area. Should parents wish their children to be placed at an alternative local school they should submit a placing request to their local council.

11. Transfer to secondary school is in the August when the child is between 11½ and 12½. Entry to a school is usually based on the catchment area but places at other schools may be requested via a placing request to their council.

12. Once a pupil has reached school leaving age the pupil, not the pupil's parents, may choose which school to go to. Pupils who have their 16th birthday on or between 1 March and 30 September can leave school or decide for themselves to seek another school from 31 May that year. Pupils who have their 16th birthday on or between 1 October and the last day of February can leave school or decide to seek another school at the intervening Christmas.

## **Education in Wales**

13. Wales has its own statutory School Admissions Code<sup>4</sup> which contains specific provisions for Service families; these allow Service pupils to be considered as 'excepted pupils' under infant class size limitations, and allows families to apply for places in advance of a posting.

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<sup>4</sup> School Admissions Code 2013 (Wales)

14. The law does not require a child to start school until the start of the term following the child's fifth birthday. However some admission authorities for primary schools offer places in reception classes to parents before their children are of compulsory school age, in accordance with their published admission arrangements. (In practice many Welsh authorities admit pupils to primary school in the September of the year in which they are five.) Compulsory school age continues until the last Friday in June of the school year in which a young person becomes 16.

15. In Wales there is access to both primary and secondary Welsh-medium education in all areas. Welsh is a core subject of the Welsh National Curriculum and is taught mainly as a first language in Welsh speaking schools (as defined in statute). In other schools, it is a non-core foundation subject and is taught primarily as a second language.

16. Further education is available via school sixth forms and colleges. Higher education is available at universities and colleges; students may receive support with tuition and other expenses from Student Finance Wales.

## **Education in Northern Ireland**

17. Northern Ireland has the earliest compulsory school starting date in the UK. The academic year runs from the beginning of September to the end of June, this means if a child is 4yrs old on or before 1 July they will start school in September that year; consequently children will be aged between 4 years and 2 months and 5 years and 2 months old. The Department for Education for NI (DENI) will make exceptions for Service children. Schools will have the flexibility to put your child into the same year group as they would be in England.

18. Compulsory school age in Northern Ireland ceases for those who turn 16 during the school year; those born between 1 September and 1 July can leave school on after 30 June. Those who turn 16 between 2 July and 31 August cannot leave school until 30 June the following year. Further information about schools in NI can be obtained from CESO AWS 33 Irish Brigade BFPO 825 or from CEAS.

## **Special Educational Needs within the UK (SEN)**

19. Each of the 4 countries of the UK has a national system of identifying and making provision for children with special educational needs or disabilities (SEND). These systems are underpinned by varying national legislation and there are individual codes of practice that identify how the systems should work and be delivered in each country. As terminology, systems and access thresholds to services vary, transfer between systems may be problematical for some children. For RN and RAF families registration with CEAS of children with special educational needs or disabilities is recommended; for Army families, registration is required by AGAI 108 and JSP 820. Further information about SEND is provided in Pt 2 Vol 1 Ch 7 of this JSP.

## **Continuity of Education Allowance**

20. JSP 752 Tri-Service Regulations for Expenses and Allowances has primacy on matters relating to eligibility for and operation of CEA.

21. The aim of Continuity of Education Allowance (CEA) is to assist Service personnel to achieve continuity of education for their child(ren) that would otherwise be denied in the

maintained school sector if their child(ren) accompanied them on frequent assignments both at home and overseas. In claiming CEA, a Service person must fully accept that accompanied service is the overriding principle for maintaining entitlement. An exception to this requirement is those Service personnel classified as Involuntarily Separated (INVOLSEP).

22. To ensure that Service personnel have considered all the requirements of JSP 752 Tri-Service Regulations for Expenses and Allowances and have been advised on the best options for the education of their child(ren) all Service personnel **MUST** contact CEAS for advice before an initial claim for CEA is submitted or when any change of school is being planned.

### **3 School Governors - The Role of the Military within the UK**

1. This section will provide policy on the role that military staff should play within the schools that support military communities within the UK. More to follow.

# 4 Pre School Provision in the UK

## Pre-schools in England

1. All three and four, (and eligible two<sup>5</sup>) year old children are entitled to a free part-time early education place of fifteen hours a week.
2. Early Education in England is provided in a variety of settings:
  - a. State nursery schools.
  - b. Nursery classes in state primary schools.
  - c. Reception classes in state primary schools. These places are usually full time and available from the September following a child's fourth birthday but parents may request part time attendance or deferred entry until a child is of statutory school age.
  - d. Private nursery schools.
  - e. Playgroups.
  - f. Day nurseries.
  - g. Integrated services and early excellence centres.
  - h. Registered childminders.
3. All settings that receive local authority funding must:
  - a. Be registered with their local Early Years Development and Childcare Partnership.
  - b. Work towards the Early Learning Goals.
  - c. Be inspected on a regular basis by education inspectors appointed by the Office for Standards in Education (OfSTED).

## Pre-schools in Scotland

4. In Scotland Local Authorities have a duty to ensure there is a free, part-time nursery place to all three and four-year-old children whose parents want one. The funded hours (600 hours per year) are usually delivered over five sessions per week (each of around 2.5 hours) over the school year, although some authorities do have slightly different arrangements and a few providers cannot always offer the full five sessions a week.
5. Pre-school education has two inspection reports:
  - a. A care-focused inspection by Care Commission staff.
  - b. An education-focused inspection by Her Majesty's Inspectorate of Education (HMIE).

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<sup>5</sup> <https://www.gov.uk/free-early-education> states DfE eligibility criteria.

## **Pre-schools in Wales**

6. Provision of 'Early Years' education in Wales is provided through 'maintained' and 'non-maintained' sectors, and the entitlement is 10 hours (although many areas offer 12 ½ hours). The 'maintained' sector refers to nursery and reception classes in Local Authority run infant and primary schools. The 'non-maintained' sectors are independent or private play groups. These are available in almost all authorities and are funded through the Early Years Development Partnership. Maintained settings are inspected by Estyn (Her Majesty's Inspectorate for Education and Training in Wales ) and non-maintained by Care and Social Services Inspectorate for Wales (CSSIW).

7. The Welsh Assembly are keen to develop both sectors, which will ultimately give greater choice in early years education provision for parents. The introduction of the 'foundation phase' will combine the early year's education stage and key stage 1 (5-7 years) and will ensure a smoother transition from the early years phase to full time compulsory education.

## **Pre-schools in Northern Ireland**

8. Children born between 2nd July and 1st July the following year will be entitled to a free preschool place for the year in which they are four. Most places will be available for 5 sessions a week (each of around 2 ½ hours).

9. The pre-school year for children attending military playgroups or nurseries in Northern Ireland will be funded for 5 standard weekly sessions. The playgroup will claim the funding on behalf of the child. If no places are available at a military playgroup a non-availability certificate should be given that will allow a Service child to attend a community playgroup.

10. Nursery education is provided in:

- a. Nursery schools.
- b. Nursery classes attached to primary schools.
- c. Voluntary playgroups.

11. The Education and Training Inspectorate are responsible for the inspection of all funded pre-school establishments. There are also curricular guidelines that must be followed. You can see reports on pre-school facilities online at the Department for Education Northern Ireland (DENI) website and more information all types of education in Northern Ireland from the Army's Education in Northern Ireland pages, from CESO AWS 33 Irish Brigade BFPO 825 or from CEAS.

## **Pre-schools on the Defence Estate (UK)**

12. To follow.



# 5 Pre-School Provision Overseas

**(This chapter subsumes the former JSP 819 - Delivering Early Years Foundation Stage in Overseas Settings)**

## Background

1. The MOD policy for Pre-School provision overseas is based wherever practicable on DfE policies for England and will be subject to revision as this is updated. The MOD policy uses the English terminology of Early Years (EY) and Early Years Foundation Stage (EYFS).
2. The EYFS is enshrined in the Childcare Act 2006 which all EY providers, including childminders registered with OfSTED, must adhere to. The framework specifies requirements for learning and development, for safeguarding children, and promoting their welfare as follows:
  - a. Those areas of *learning and development* which must shape activities and experiences (educational programmes) for children in all EY settings.
  - b. The *early learning goals* that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five).
  - c. *Assessment arrangements* for measuring progress (and requirements for reporting to parents and/or carers).
  - d. The steps that providers must take to keep children safe and promote their welfare, including staff training and qualifications.
3. LAs in England have a statutory obligation to ensure there are sufficient places available to deliver 15 hours per week, over a minimum 38 weeks of the year, of free early years provision to eligible children aged 3-5 whose parents wish to take up a place.
4. There is no statutory requirement in the UK to provide 0-2 early years provision for all children but there is a requirement placed on LAs in England to manage the market and to ensure, where possible, access is available in a range of settings, including childminders, to meet the needs of working parents across the 0-5 age group. It is expected that overseas Commands will apply this principal where possible within the resources available.
5. This Chapter provides direction to overseas Commands on:
  - a. The minimum funded entitlement to EY provision for the 3-5 age group.
  - b. The prioritisation criteria to be applied to determine eligibility to access non-funded places for the 0-3 age group.
  - c. The governance for EYFS; the registration, regulation and inspection of settings and the training and development of the workforce (Resources to support the training of the workforce sit with SCE . The SCE Quality Assurance and Assessment Centre (QAAC) provides a rolling programme of accredited training for British Forces

Germany (BFG) EY practitioners and Rest of World (RoW) school based Foundation Stage practitioners).

d. Points of contact for the resolution of individual issues, recognising Commands will continue to apply local solutions with the support of appropriate SMEs.

6. DCYP's Children's Education Advisory Service (CEAS) will provide guidance and information to support families with childcare in EY settings moving to/from overseas (and/or from/to a devolved UK setting).

7. Supporting guidance is provided in Pt 2 Vol 4 of this JSP.

## The MOD EYFS Requirement

8. There is an enduring requirement to support quality EY provision across the 0-5 age range for entitled children<sup>6</sup> living in MoD overseas locations in order to:

a. Ensure that Service children get the best start in life.

b. Meet the requirements laid down in the Childcare Act 2006, and other subsequent guidance, where applicable, appropriate and practicable.

c. Implement the government response to the Dame Tickell EYFS review, where appropriate, applicable and practicable.

d. Support the Defence Outputs in ensuring that Military Capability in overseas locations is maintained.

e. Support the ethos of the Armed Forces Covenant.

f. Directly contribute to the outputs of the agreed Key Priorities of the MOD Children and Young People Plan and the supporting Command level priorities for children and young people living in their AORs.

9. The MOD EY policy takes account of the quasi Local Authority (LA) responsibilities and functions that are held at overseas Command level. In this capacity each Command currently performs both an EY commissioning and delivery function. Issues associated include the challenge to match resource to need, i.e. a sufficient number of childcare places for the assessed level of need in an area and also the management of expectations. DCYP will provide guidance to overseas Commands on the process to be used to determine sufficiency overseas. Each Command is also required to identify and monitor any risks that may link to this and apply appropriate levels of mitigation.

10. The ability to meet fully the EYFS legislative requirements as set out in the current national policy is severely constrained in the overseas environments. The challenges of geography, headcount restrictions, limited resources and the Germany drawdown will impact on the overseas Commands and expectations will need to be carefully managed.

**11. Subject to the availability of resources<sup>7</sup> and the constraints of the overseas context, the policy endorses the requirement to deliver the 15 hours funded**

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<sup>6</sup> Children, in this policy, refer to those being of Service personnel, those of MOD personnel and those of contractors attached to MOD overseas locations who are entitled to access the funded provision.

<sup>7</sup> I.e. financially sustainable, sufficient numbers of appropriately qualified practitioners, suitable buildings.

**entitlement for 3 & 4 year olds. It also endorses a commitment to support the Commands in identifying ways to meet the wider demands for EYs provision through improving the access to and availability of places for the 0-3 offer and an Extended Day Care (EDC) offer for 0-5. Priority is to be given to:**

- a. Children with a single Service working parent.
- b. Children of dual Serving working parents.
- c. Children of deployed personnel.
- d. Children of bereaved/injured/long term sick personnel.
- e. Vulnerable children including looked after children.

Where a priority case arises which does not meet any of these criteria it will be reviewed on an individual basis by the Command, taking advice from the relevant partner agencies.

12. The current overseas context does not allow for a policy that can offer or guarantee full access to a 0-3 and/or EDC offer. The responsibility therefore lies with the overseas Commands, working in partnership with the relevant posting/manning authorities, to ensure that families with young children below 5 are fully aware of the 0-5 offer in their locality including the location and opening times of settings, the access and eligibility, and the priority on criteria that may be applied. DCYP will support the communication process through the information support and guidance role provided by the CEAS to families posted overseas and through working in partnership with the Families Federations to publicise the policy. DCYP will also support SCE and the overseas Commands through representation on the EYOG and through the provision of policy updates as and when national policy changes.

## **Supporting Framework**

### **13. Governance and Oversight**

- a. Overarching governance of registration, regulation and inspection, training of the workforce and delivery is vested in the MOD Children and Young People Trust Board (MOD CYPTB) and supported by the DCYP.
- b. The Early Years Operations Group (EYOG) chaired by the Director of Education SCE, will provide the overseas Strategic Forum to monitor, support and recommend solutions to more urgent inconsistencies and risk. The terms of reference for the EYOG and Membership are at Pt 2 Vol 4 Ch 2 of this JSP.
- c. Where concerns exist regarding any element of compliance, a robust risk assessment should be undertaken and appropriate mitigation and improvement actions put in place with support from Service Children's Education (SCE), Directorate Children and Young People (DCYP) and the Commands as appropriate. If the likelihood is that the necessary improvements cannot be made, the Commanding Officer through consultation with the Early Years Operation Group (EYOG) and SCE should consider options to resolve concerns. In some circumstances (e.g. ongoing shortage of qualified staff, health and safety concerns, no managerial support) temporary or permanent closure of the setting must be considered and where possible alternative provision identified.

d. Overseas Commands with concerns about the EY offer in their area should initially voice these through their representative on the EYOG. The Chair of the EYOG will be a member of the overarching MoD CYPTB and will be required to provide regular reports to the Board on significant issues and risks impacting on the overseas EY offer. DCYP will include any high level risks relating to EYs 0-5 in its overarching risk register for children and young people and report this to the MoD CYPTB.

e. The Early Years Development Team (EYDT) that was established in Jan 11 will continue to lead on EY training and qualifications and continuous professional development (CPD) matters on behalf of the EYOG. Where it is unable to resolve issues and/or a more strategic overview and action is required the EYDT will refer matters to the EYOG.

f. Terms of reference for the EYDT and Membership of the group are at Pt 2 Vol 4 Ch 3 of this JSP.

g. SCE will undertake the function of lead organisation, which includes:

- (1) Appointment and line management of the 0-5 EY's Strategy Manager.
- (2) Chairing of the EYOG.
- (3) Consultation with SCE schools regarding their contribution to the 0-5 offer, including EDC and BFG drawdown.
- (4) Advice and guidance to the 0-3 non-SCE providers in liaison and consultation with 0-3 staff currently employed by the Commands.
- (5) The SCE QAAC Lead to continue managing the 0-5 qualifications training offer.
- (6) Management and letting of any new training provider contracts, (following transfer from HQ British Forces Germany (BFG)).

h. Over time it is expected that SCE will take ownership of the resource to support the delivery of the 0-3 and EDC (non-SCE) offer in Rest of World locations. Further work is required to determine timescales and to assess the impact in each of the Commands, where different arrangements apply. This section of the policy will be updated at the appropriate time.

#### 14. Regulation and Inspection

a. The MoD works to the OfSTED framework for inspection, sitting below that is the MoD/OfSTED protocol<sup>8</sup> which informs regulatory activity, sets out minimum health and safety requirements, qualifications, quality assurance and managerial requirements. The protocol will be reviewed annually to take account of revised updated OfSTED guidance on regulatory activity.<sup>9</sup> The accredited organisations work to the schedule that is laid out in Statutory Instrument number 1417, which sits above the MoD/OfSTED protocol.

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<sup>8</sup> October 2012

<sup>9</sup> Revised version at <http://www.OfSTED.gov.uk/resources/protocols-between-OfSTED-and-other-organisations-relation-childcare>

b. Director Children and Young People is the identified lead for signing this MoD/OfSTED protocol. DCYP will undertake a re-accreditation exercise every three years and will require an annual report from the regulatory bodies to evidence that they are meeting their requirements to act as a regulatory body and engaging in necessary training providing by OfSTED and/or SCE or other external training providers to maintain currency in their approach to regulation and inspection in line with the published EYFS framework.

c. The currently accredited organisations, which carry out unannounced inspections of settings, are Soldiers, Sailors, Airmen and Families Association - Forces Help (SSAFA FH) and the British Forces Early Years Services (BFEYS), contact details are at Pt 2 Vol 4 Ch 4 of this JSP. These organisations also have responsibility for registration and enforcement for both settings and childminders. These organisations will investigate any complaints making recommendations to the appropriate Command for redress. Both organisations are charged with carrying out the same actions as the OfSTED compliance, investigation and enforcement team.

d. DCYP will provide regular and timely policy updates to SCE and overseas Commands subject to update from OfSTED, DfE, the Teaching Agency and/or changes to national policy.

## 15. Risk Assessment

a. DCYP have created an audit tool to assess levels of risk. Commands are required to identify all settings, and child minders within their Command area, and to audit all EYs provision on a termly basis against essential criteria which should include:

- (1) Manager qualified to level 3 with at least 2 years' experience of working in a setting.
- (2) There must be a designated deputy who is able to take charge in the absence of the manager.
- (3) 50% of all other staff must hold a full and relevant level 2 qualification (as defined by the Children's Workforce Development Council (CWDC)).
- (4) Numbers of staff requiring additional training to fulfil mandated requirements and meet approved CWDC EY requirements.
- (5) Numbers of staff requiring refresher/updates to training.
- (6) Numbers of staff in first-time training.
- (7) Risk assessment in place.
- (8) Fire certificate in place.
- (9) Food safety certificate in place.
- (10) First aid certificate holder(s) in place.
- (11) Date of registration.

- (12) Current inspection judgement (if applicable).
- (13) Key areas identified for improvement (following regulatory visit).
- (14) Numbers of children currently on roll by age range.
- b. A blank proforma for completion by settings is at Pt 2 Vol 4 Ch 8 of this JSP. DCYP will provide a summary of the key concerns for consideration by the EYOG.
- c. The information collected through the audit tool, is owned by the overseas Commands and must be updated at least termly, and provided to DCYP, with appropriate mitigating actions where required. SCE in consultation with the Commands and supported by DCYP are required to assess the audit information to determine where the highest risks exist and to apply the necessary mitigating actions. These may include rationalisation of settings (temporary/permanent), temporary/permanent transfer of staff between settings, temporary sessional closure to facilitate access of practitioners to mandated training and prioritisation of places.
- d. Settings managers supported by the Garrison Early Years Managers (GEYM) (in Germany), the 0-3 EY Co-ordinator (in Cyprus) and/or the appropriate contact point in ISODETs (where they exist) are required to identify emerging risks and initiate appropriate mitigating actions where possible. They are also required to notify the overseas Command named contact point where the level of risk cannot be mitigated. It is for each overseas Command to determine contact points and reporting lines.
- e. It is the responsibility of the Command, in consultation with the Chair of the EYOG, to determine whether the totality of the risks in the round and/or an inadequate inspection judgement<sup>10</sup> requires a temporary or permanent closure of the setting and/or a deployment of qualified staff from another setting. For non-funded 0-3 and/or EDC settings setting managers supported by their respective management chain are required to notify the operational chain of command of any emerging risks that cannot be mitigated. The operational chain of command should in turn notify SCE. SCE will work through the EYOG to identify and recommend solutions. Where the members of the EYOG consider that the totality of the risks identified, (including an inadequate inspection judgement), require temporary or permanent closure of the setting, SCE will notify the firm base chain of command and the relevant operational chain of command who in turn will be expected to comply with the temporary/permanent closure and to consider alternative provision.
- f. As a minimum, setting managers, supported by the GEYMs are required to undertake/update their risk analysis and set out their action plan to prioritise arrangements for new staff/unqualified staff requiring updated training, enrolled on and regularly attending qualification training courses. The risk analysis and action plan should be undertaken on a termly basis within 4 weeks of the start of each term, (or the start of Jan, Apr and Sept); this should form part of a settings self evaluation process that leads to their continuous improvement plan.
- g. SCE will co-ordinate the work of the already established EYDT. The EYDT will support the identification of training needs, delivery of relevant training and/or signpost

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<sup>10</sup> If a setting receives an inadequate inspection judgement advice would need to be sought from the accredited regulatory body regarding closure of the setting.

access to various programmes and tool kits to support the work of the Commands in their provision of EYFS.

## **16. Training, Qualifications and Development of the Workforce**

- a. SCE, as the defined lead organisation, supported through the endorsement of the partner members of the EYOG, will advise on options for delivery that can be provided within the resources available. The intent will be to support the vision that the EY Foundation Stage framework, as applied in the overseas context, is delivered by appropriately trained practitioners, support will be provided in inverse proportion to success.
- b. Current national policy for adults looking after children sets out specific legal requirements. Practitioners must have appropriate qualifications, training, skills and knowledge. In registered settings all managers must hold a full and relevant level 3 qualification and half of all other staff must hold a full and relevant level 2 qualification as defined by the National College for Teaching and Leadership.
- c. Where proportions of qualified staff to level 2 are below the 50% threshold and based on guidance from OfSTED, the policy requires a plan in place to meet the qualification requirement within a 12 month period. This gap alongside the adult to child ratios and the availability of an up to date risk assessment and actions to address the risk. The level of concern is greater if the ratio of qualified staff was below the 50% coupled with below requirement ratios of adults to children and/or coupled with poor deployment of staff and/or poor quality delivery. Where the proportion of qualified staff is below 50% a plan will be required identifying action to be taken to reach the required level within a 12 month academic period.
- d. In the context of a possible shortfall of qualified staff, there is a necessity for rigorous self evaluation. Various programmes and Tool Kits exist to support this work and guidance will be disseminated through the existing EYDT. These improvements will assist in reducing the immediate risks whilst at the same time, aspiring and working towards a fully qualified workforce.
- e. This policy framework outlines the basic information on minimum levels of qualification that a practitioner should hold; for further information on training and development the SCE QAAC SCE EY Strategy Manager should be approached.
- f. In BFG provision to support training for practitioners working in non-SCE settings is delivered by SCE Childminding Co-ordinators. All SCE EY settings use the CACHE model of Level 2 and Level 3 qualifications training. The CACHE model of training is work based and supported by EY Assessors, some are EY staff working within some of the schools and some are separate with designated responsibility to assess 0 – 3 practitioners. The different training models in use will be kept under review by SCE and the EYOG to determine their ongoing appropriateness.

## **17. Choice and Flexibility**

- a. In SCE settings the artificial split between 0-3 and 3-5 is organisational in nature and exists only because there are two different structures/systems of provision in terms of: leadership and management; delivery of qualifications/EY training; regulation and inspection. Where SCE provision is in place 100% of the fifteen-hour

entitlement for rising three year olds is delivered in SCE schools. The transfer of resources for non SCE provision to SCE is under review.

b. The existing provision in non SCE settings (including childminders) captures the whole 0-5 range with many children 3 yrs+ accessing childcare in alternative/parental funded settings in the afternoon session and a small proportion attending all day where access to an SCE setting is not possible, or does not meet parental needs.

c. In line with LA arrangements in England, delivery will initially continue to be provided through a range of providers which could include SCE, parental funded and/or possibly a contracted provider subject to market interest. Terms and Conditions of Service (TACOS) for the different providers will be determined by the employing organisation. However it is anticipated that following a detailed review of resources, headcount and TACOS associated with the 0-3 or EDC offer, recommendations will be made to transfer greater responsibility for delivery of the non-funded offer to SCE.

d. It is intended to offer increased choice to parents on where they can access their free entitlement for 3-4 year olds and to increase flexibility in terms of when the entitlement could be taken. Current national EYFS policy requires the 15 hours entitlement to be taken over a minimum of three days. New guidance, under consultation, sets a minimum of two days, available 0700hrs to 1900hrs, 38 weeks per annum. Commands and families should be aware that this degree of flexibility will remain an aspiration and cannot be an expectation for families posted overseas. Families are required to take advice from the Command, SCE or CEAS re what degree of choice and flexibility is currently available in the overseas area to which they are posted.

e. EYOG is responsible for tasking members to assess demand, cost implications and criteria determining whether a choice should/can be supported (outside of SCE settings) as well as exploring the restrictions in funding the entitlement in host nation settings<sup>11</sup> as is the case currently in sites with isolated status or Extra Command Areas. Any safeguarding and quality assurance issues will also need to be considered; Dept for Work and Pensions is currently consulting on this issue and further advice will be included at a later date.

f. SCE is currently the only organisation providing access to the 15 hours funded entitlement. Following a review of the concerns raised by some parents and in the context of the aspirations of Project THESEUS,<sup>12</sup> families will be offered greater choice regarding where they can access their 15 hours funded entitlement (3-4 years). Eligibility criteria to enable those parents who wish to access the 15 hours funded entitlement in a non-SCE setting is supported through this policy and will be initiated where required, subject to agreement through the EYOG on eligibility criteria and subject to resources and availability of places and cannot be an expectation for families posted overseas.

g. In locations/settings where collectively SCE and/or locally organised childminders are unable to provide the capacity to meet the 15 hours free entitlement

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<sup>11</sup> Current policy requires the setting to be registered with the regulatory body.

<sup>12</sup> Project THESEUS sets out Germany's aspiration to allow flexibility in taking the 15 hours free entitlement and that policy direction across all overseas commands would allow for a consistent and safe approach to provision. A periodic parental needs analysis should be undertaken to inform stakeholders of the financial implications and eligibility criteria to meet the aspirations of Project THESEUS.



for 3-4 year olds and the 0-3 and EDC offer to support the needs of working parents, choice will be limited and a mixed economy will be required. An increasing number of SCE Schools are providing/developing models to deliver EDC and are making provision based on need/demand identified by parents through consultation and questionnaires. Some of this additional EDC capacity is provided solely by the SCE setting and in other examples it is delivered in partnership with other providers. In the short term, SCE will fund the current funding gap (charging/running costs of delivering EDC) to ensure a parity of charging arrangement for parents wherever they access their EDC, however, it is expected that charging will be levelled over the next three years to ensure the provision is fully funded.

18. **Rising Fives.** The admissions code has been revised to require admissions authorities to make a full-time reception place available for all children from the September after their 4<sup>th</sup> birthday. However, parents will retain the right to defer their child's entry to school until the term after their 5<sup>th</sup> birthday and these children will continue to be able to access their free entitlement in other early years settings instead, up until compulsory school age, where resources and places are available. This policy will be applied in SCE settings overseas.

## Early Years Settings

### 19. SCE Settings

a. Compulsory school age is defined in Section 8 of the Education Act 1996 with the effect that a child reaches compulsory school age at the beginning of the school term following their child's 5th birthday. In SCE settings this may mean that a child is admitted to full-time education before reaching compulsory school age.

b. In areas where SCE schools are not available, or there is no availability in a setting, or through parental choice, then this could also mean that a 5 year old will still be accessing the free entitlement until the beginning of the term following their 5th birthday.

c. The regulations prescribe that children become eligible for free EY provision on the dates set out below:

<b>A child born in the period:</b>	<b>Will become eligible for a free place:</b>
1 Apr to 31 Aug	1 <sup>st</sup> Sept following child's 3 <sup>rd</sup> birthday (Autumn* school term).
1 Sept to 31 Dec	1 <sup>st</sup> Jan following child's 3 <sup>rd</sup> birthday (Spring* school term).
1 Jan to 31 Mar	1 <sup>st</sup> Apr following child's 3 <sup>rd</sup> birthday (Summer* school term).

\* based on a 3-term school year

### 20. Childminders

a. Childminders offer a flexible service and can care for children of mixed age groups in a home environment. All registered childminders who care for children aged birth to five years must have a full understanding of the requirements of EYFS. Childminders must be registered with BFEYS, BFG, or SSAFA FH (Rest of

World). The MoD has established a fast track system with OfSTED for the re-registering of childminders both in England and in overseas locations.

b. Overseas Commands are responsible for the recruitment of childminders, where practicable and possible a Childminding Co-ordinator is in place in order to recruit and support Childminders through the registration process and there after encourage continuous development. It is an overseas Command decision as to whether childminders are supported with 'set up grants.'

c. Childminders must complete Safeguarding Children Level One and Paediatric First Aid Training. All childminders must have a Disclosure and Barring Service check. A Garrison business licence is also required.

d. Training materials are available from the EYDT; where there are sufficient spaces available on EYFS courses childminders may attend, however the priority will be for practitioners in the settings. Training for Childminders is delivered at local level with support from the EYDT. Where a Childminding Coordinator is in place the role should be to ensure childminding support networks are established.

e. Childminders are inspected within 7 months of registration and thereafter every 2 years, unless the setting is inadequate and then it is within 3 months. Inspection Reports are made available for parents and the Command<sup>13</sup>. The MoD has established a fast track system with OfSTED on the re-registering of childminders both in England and in overseas locations. More detail is at Annex 2 to the MoD/OfSTED protocol document.

**21. Non-SCE Settings/ECAs/Isolated sites.** In overseas areas where there is no SCE EYFS or nursery provision but where there is a suitable alternative nursery provider, a nursery allowance is payable to entitled personnel. The criteria for entitlement s set out in **2013DIN01-030**.

**22. Armed Forces Childcare Voucher Scheme (AFCVS).** Eligible parents may make use of the AFCVS overseas. Full details are published in **2013DIN01-168**.

## **Children with Special Educational Needs (SEN) and Additional Educational Needs (AEN)**

23. MoD recognises that the early identification of and support for Children with Special and/or Additional Educational Needs such as children requiring targeted support/or for English as an Additional Language (EAL), is crucial to providing EY teachers and practitioners and parents with appropriate information and guidance to support their child(ren).

24. In order to promote early intervention SCE will continue to work alongside other partner agencies to provide specialist advice and support (for example CPD resources) to all SCE and non-SCE EY settings, wherever possible.

25. One principle of early intervention is to always work in partnership with parents. MoD recognises that any support to meet the specific needs of children in any Early Years setting will always involve direct advice and guidance to parents. As part of this early

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<sup>13</sup> Inspection reports in BFG are published on BFGnet

intervention children with SEND be registered with CEAS to help ensure smooth transition to, and within, overseas Commands.

26. On request the Command Primary Health provider will contribute to the assessment of children with identified/developmental concerns. Following assessment, advice will be provided regarding the level of support and care required by the child, from a health perspective, and the degree and likelihood that the individual child's needs can be met within Command.

### **Additional Guidance**

27. Additional guidance is provided in Pt 2 Vol 4 of this JSP.

# 6 Service Children's Education (SCE) Schools

## General

1. SCE provides primary schools in parts of Germany, Cyprus, the Falkland Islands, Brunei and Italy. There is also a middle school in Germany and secondary schools in Cyprus and Germany. In Gibraltar SCE provides a foundation stage setting. There are also SCE schools in Belgium and the Netherlands as part of the International Schools. SCE also provide a teacher at Ralston School, Canada to teach an FS2 class.
2. SCE schools follow the English education system as closely as possible. Children take the same key stage tests as in England and the schools are inspected by the Office for Standards in Education (Ofsted). Inspection reports can be found on the Ofsted website. SCE provides for a wide range of SEN, with the note that it is not always possible to provide for children with complex/significant or specialist needs.

## Entitlement to Free Education

3. The following categories of children are entitled to education in SCE schools free of cost to parents/carers, provided that their presence in the relevant overseas Command area is recognised officially:
  - a. Children of serving officers and other ranks of the Royal Navy.
  - b. Children of serving Army officers and soldiers, whose home service base is the United Kingdom.
  - c. Children of serving officers, airmen and airwomen of the Royal Air Force.
  - d. Children of UK Service personnel (as defined in sub-paras a-c above) on loan or secondment to Commonwealth or foreign governments, unless there is a contract of service between the parent/carer and the government concerned which covers the provision of children's education. Such contracts may provide for the cost of children's education to be borne by the government concerned or by the parent/carer. Any case in which liability is not clear should be referred to HQ SCE for a decision.
  - e. Children of UK-based civilian staff and employees of the MOD and its Agencies.
  - f. Children of staff of other UK government departments who are recruited for overseas service and based in the UK, if the department concerned has approved the attendance of the children in SCE schools and has agreed to meet the fees which are determined and published annually by SCE.
  - g. Children of parents/carers serving on exchange with British Forces where reciprocal arrangements exist. When in doubt, the advice of HQ SCE should be sought.
  - h. Children of parents/carers who have non fee-paying status under any International School Memorandum of Understanding.

4. A child continues to be entitled to a place in a SCE school during periods when the head of household is temporarily assigned to another location (for example, for all operational tours, exercise, training or active service), provided that:
  - a. The head of household continues to serve, or be employed, on the establishment of the overseas command unit or
  - b. The family retains official dependant status in the overseas command.
5. Entitlement to education at an SCE school – free of cost to entitled parents/carers - ceases when their presence in the relevant overseas command area is terminated through assignment or retirement.
6. An exception to the policy relates to the retention of students in line with associated guidance at Annex A.
7. The parent/carer of a child who is entitled to a place in a SCE school, and who is also entitled by virtue of nationality to a free place at a host nation school, may seek admission to such a school in preference to the local SCE school. Responsibility for transport to the host nation school or for any associated educational expenses lies with the parent/carer, and may not be reclaimed.
8. A child of a foreign-born spouse who returns to their country of origin when the head of household is assigned on an unaccompanied tour overseas, or for genuine compassionate reasons, may attend a SCE school in that country for the duration of the head of household's unaccompanied tour, subject to the agreement of, and any conditions imposed by, the MOD or SCE. An application for a place at a SCE school in the country of origin must be submitted to HQ SCE for approval before the child is enrolled.
9. In the case of married accompanied Gurkha personnel serving in Seria Garrison, Brunei, children of primary school or Foundation Stage age may attend Hornbill School, Seria. Students of secondary school age may attend Jerudong International School as weekly boarders provided that they meet the school's admission criteria. Alternatively, Gurkha Education Allowance (GEA) may be claimed in order that students may attend boarding schools in Nepal or India.
10. Application for admission to a SCE school should be made by the parent/carer to the headteacher of the school. The parent/carer must complete a SCE Form 3.1 Pupil Admission Form (see Pt 2 Vol 2 Ch 9 of this JSP) and have it endorsed by their employing Unit certifying both Unit Identity Number (UIN) and entitlement to free education at a SCE school.

### **Entitled Fee-Paying Students**

11. There are two categories of entitled fee-paying students:
  - a. Children of UK-based employees of the Service institutions and welfare organisations listed under Article 71 of the Supplementary Agreement to the NATO Status of Forces Agreement.
  - b. Children of US Forces personnel whose admission to a SCE school is approved by Department of Defense Dependents Schools (DODDS).

12. Entitled fee-paying students in category a. are those who would normally be domiciled in the UK. This category does not include the children of locally-engaged staff even though they may be of UK origin and nationality.

13. Entitled fee-paying students of US Forces personnel are admitted to SCE schools on a 'space available' basis in accordance with DfE guidance on school capacity and SCE maximum class sizes.

14. Fees for entitled fee-paying students are determined and published annually by SCE.

15. Application for the admission of an entitled fee-paying student to a SCE school should be made by the parent/carer to the headteacher of the school. The parent/carer must complete a SCE Form 3.2 Admission Form Fee-Paying Pupils SCE (see Pt 2 Vol 2 Ch 9 of this JSP). The headteacher must be satisfied that a vacancy exists in order that the admission can be approved and a fee invoice raised.

16. Fees for entitled fee-paying pupils are payable upon admission and before the first day of each term thereafter. Parents/carers will be required to sign a SCE Form 3.3 Continuation Form (see Pt 2 Vol 2 Ch 9 of this JSP) in advance of each new term confirming that they wish their child to continue in attendance and that fees will be paid before the start of the half term in that term. No refund of fees will be made for students leaving school early after completing public examinations or for students who are temporarily or permanently excluded from the school due to misconduct and students who do leave during the term will be liable for fees up until the end of the current half term. An appropriate refund of fees may be made if a school is closed because of the exigencies of the Service, or in other exceptional circumstances, at the discretion of the SCE Director of Education.

## **Non-entitled Fee-Paying Students**

17. No children other than those listed in Para 3 of this Chapter are entitled to free education at a SCE school.

18. Where there is spare capacity at a SCE school, non-entitled students may be admitted on a fee-paying basis, subject to the conditions set out below.

19. Application for admission of a non-entitled student to a SCE school should be made by the parent/carer to the headteacher of the school on SCE Form 3.2 – Admission Form Fee-Paying Pupils (see Pt 2 Vol 2 Ch 9 of this JSP). Where there is doubt concerning spare capacity, the headteacher should seek advice from HQ SCE. The existence of spare capacity will depend upon the school's physical capacity and the official staffing level. The education provided for entitled students must not be adversely affected by the admission of non-entitled students.

20. Where there is insufficient capacity at a SCE school to admit all non-entitled applicants, the admission criteria will be applied in the order shown in Para 40 of this Chapter once all entitled students have been placed.

21. It is a condition of entry for non-entitled students that they should have sufficient command of the English language, both written and spoken, to benefit from the teaching given without the need for additional language support. The headteacher should confirm on SCE Form 3.2 – Admission Form Fee-Paying Pupils, that the child has sufficient command of the English language.



22. Once admitted to a SCE school, a non-entitled student will not be excluded from that school at a later date due to a reduction in the extent of any spare capacity.
23. Fees for non-entitled students are determined by SCE. Rates are published annually.
24. Fees for fee-paying students are payable upon admission and before the start of the half term in that term. Pupils leaving during the term will be liable for the fees up until the end of the current half term. No refund will be made for students leaving school early after completing public examinations or for pupils who are temporarily or permanently excluded from the school due to misconduct. An appropriate refund of fees may be made if a school is closed because of the exigencies of the Service or in other exceptional circumstances at the discretion of the Director of Education SCE.
25. Fee paying will cover all the facilities normally provided for entitled students at the school, including routine medical and dental inspections, but not treatment or inoculations. Service medical centres will provide emergency treatment only for non-entitled students, and will raise bills against the parents for such treatment. Parents/carers of non-entitled students should ensure that their children have insurance cover for medical expenses arising due to illness or accident.
26. Parents/carers of fee-paying students will be expected to make their own arrangements for the transport of their children to and from school.
27. Parents/carers of all non-entitled students will need to undergo appropriate security clearances to gain access to SCE schools. Advice on local arrangements should be sought from the headteacher once a successful application has been made. In all cases Appendix 2 to Annex A to BFG Form 28 (A) (Revised Nov 07) must be completed and returned to the school before an admission can be completed.

## **Foundation Stage**

28. SCE children are admitted termly to Foundation Stage 1 settings. A child is eligible for admission from the beginning of the term following their third birthday. For this purpose, terms are defined as beginning on 1 September, 1 January and 1 April regardless of actual term dates. Thus, a child who has their third birthday on 1 September is not eligible for admission to a Foundation Stage 1 setting until the following January.
29. Children are admitted annually to Foundation Stage 2 classes. A child is eligible for admission from the beginning of the school year following their fourth birthday. For this purpose, the school year is defined as beginning on 1 September regardless of actual term dates. All SCE schools will admit children from four years of age to Foundation Stage 2 classes.
30. An exception to the policy set out at Para 33 of this Chapter applies at JFC Brunssum International School (AFNORTH). Children at this school are admitted at the beginning of the Autumn Term provided that they will have attained the age of four years on or before 31 October in the term in question.
31. On first admission to a Foundation Stage 2 class in a SCE primary or first school, children will normally attend on a part-time basis for a period not exceeding four weeks. Each school is required to have its own policy, approved by the School Governance Committee (SGC), regarding the period of initial part-time attendance.

## Placement Out of Chronological Year Group

32. With the sole exception described at Para 30 of this Chapter, the earlier admission of children to Foundation Stage 1 settings or Foundation Stage 2 classes will not be considered.

33. At the request of their parent/carer, a child may remain in a Foundation Stage 1 setting up to the end of the term in which they attain the age of five years, notwithstanding the entitlement to full-time schooling from the beginning of the same school year. However, on admission to school, the child will be placed in their chronological year group.

34. Parents/carers sometimes make a request for a child to be placed in a year group above or below the child's chronological year group. The circumstances that may justify this are rare, and children should normally be placed with their own year group. Parent/carers wishing their child to be placed above or below their normal year group should contact the headteacher of the local SCE school, setting out the reasons for their request. This request should be forwarded to the SCE Assistant Director Pupil and Family Services together with all available evidence to inform the decision, including specialist advice from other organisations where appropriate e.g. health care providers.

## Parental Preference

35. Children of entitled parents/carers will normally attend the designated SCE school for their quartering area. However, parents/carers have a right, as they do in the UK, to express a preference for a place at an alternative SCE school. Places other than at the designated school may only be allocated if there is spare capacity at the preferred school.

36. The availability of spare capacity is determined by class size rather than the overall school roll. For the purpose of considering parental preference applications, and for this purpose only, spare capacity is deemed to exist where numbers in the class to which the applicant's child would be admitted do not exceed the following:

<b>Foundation Stage 2</b>	23
<b>Years 1-2</b>	24
<b>Years 3-6</b>	26
<b>Years 7-9</b>	26
<b>Years 10-11</b>	23
<b>Sixth Form</b>	11

37. The class size used to determine applications will be that pertaining on the date of any individual application or, in the case of a group of applications, on the day that the applications are adjudicated.

38. Parents/carers may also express a preference for a place at a SCE Foundation Stage 1 setting other than the setting or settings maintained by the school which usually serves their quartering area. Spare capacity is deemed to exist in FS1 settings when each of the following applies:



a. The number of children on roll does not exceed 60% (in the Autumn Term), 75% (in the Spring Term) or 90% (in the Summer Term) of the stated maximum permissible number of children for the setting.

b. There are three or more spare places (based on the extant SCE staffing policy, currently a ratio of seven children to each key worker) at the time that admission is sought (additional key workers will not be employed to facilitate the admission of children on the basis of parental preference).

39. Schools may withhold places temporarily when they need to be reserved for known future postings of an incoming unit, even though class sizes are reduced by the withdrawal of a departing unit.

40. Where there are more parental preference applications than places available, the admission criteria described below will be applied in the order shown:

a. Exceptional medical or welfare reasons, supported by relevant written evidence or recommendation.

b. Elder sibling(s) already attending the school, who are likely still to be there when the child in respect of whom the application is made enters the school.

c. Position in waiting list, determined by date of application.

d. Any other local criteria applicable to an individual school, if approved by the School Governance Committee and HQ SCE.

41. Admission criteria will not take into account: the child's academic ability, aptitude, race, religion, or gender; nor will they take into account the rank/grade of the child's parent(s). Exceptionally, where application is made on the basis of the need to study a minority subject not available in other SCE secondary schools, the child's ability or aptitude in that subject may be considered.

42. Parental preference applications should be made on SCE Form 3.6 - Parental Preference Applications, (see Pt 2 Vol 2 Ch 9 of this JSP), initially to the headteacher of the preferred school, who will consult with the headteacher of the school to which the pupil would normally attend. The agreement of both headteachers is required to allow a parental preference to proceed.

43. Parents/Carers who have been refused a place other than at the designated school or boarding school may appeal against the decision. Appeals should be submitted in writing to:

Assistant Director (Operations)  
HQ SCE Bielefeld  
BFPO 39  
Germany

44. Children who are admitted under the parental preference scheme will be allowed to use school transport on a "fill up" basis only. The use of official school transport other than to the designated school is concessionary and parents may be charged for its use. Concessionary transport may be withdrawn upon two weeks' written notice.

## Retention of Children in SCE Schools

45. The onus is on parents/carers to try to minimise disruption to their child's education caused by assignments. Children attending SCE schools overseas will, normally, move with their families on posting and continue their education at the new location.

46. Families anticipating a posting during the period when their child is due to undertake an examination course should, wherever possible, move during the school term-end holiday period. This should ensure that their child can start at the beginning of the next term in the new location. In all cases parents/carers should seek advice on the options open to them.

47. It is recognised there are certain situations in which a move will not be in the best interests of students - e.g. those studying for public examinations to be taken at age 16 or beyond. Subject to the conditions listed in Paras 50 to 63 of this Chapter, such students will be permitted to remain at school until they have completed those examinations.

48. Retention will be allowed for all children of entitled personnel who die whilst serving overseas. The retention period will mirror the time that the family is permitted to retain SFA in theatre. For children who have begun examination courses, the period of retention will be subject to the conditions set out in Paras 50 to 63 of this Chapter.

49. Other than in the case of Para 48 there is no entitlement to retention for:

- a. Children attending a SCE first, primary or middle school.
- b. Children of MOD employees who accept voluntary early severance.
- c. Children attending non-SCE schools overseas.

## Retention of Children in SCE Secondary Schools

50. In the normal course of events, children attending SCE schools overseas will move with their families on posting. However, some children will be studying for public examinations, e.g. to be taken at age 16 and beyond, and may have reached a stage in their course when a change of school would be disadvantageous.

51. A parent may apply to HQ British Forces Germany<sup>14</sup> for an extension of dependency status, in order that a child is retained for a limited and defined period. If an application is made on educational grounds it must be supported by HQ SCE. An application for such approval is made on SCE form 3016 which is included in this guidance.

52. The decision on BFG status is taken at a Dependency Status Review Panel, convened and chaired by HQ BFG. All relevant factors are taken into account when making a decision on whether a child can continue to hold entitled status. However, particular conditions must be met in all cases but exceptional cases. Those conditions are as follows:

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<sup>14</sup> Although this predominantly impacts schools in BFG the same could apply to secondary school in Cyprus; the process would be the same but go via BFC.

- a. The parent, whether military or entitled civilian, must be leaving BFG due either to posting, compulsory redundancy or retirement at the conclusion of their service career.
- b. The child must have started the second term of a course that leads to a recognised public examination/qualification before the date on which the parent's official service in the overseas command ends. For this purpose, the start of the term is defined as the date that the school actually opens for that term.
- c. Exceptionally (for example, in the case of a posting at short notice), and at the discretion of the Director of Education, HQ SCE may support retention if the parent's official service in the command ends earlier than is stated above. However, it is a parental responsibility to try to minimise the disruption to their child's education caused by postings. Therefore, families anticipating a posting during the period when their child is due to undertake an examination course should seek advice on the options open to them.
- d. Families due posting during an education course should, where necessary, move on 'Anticipated Passage' during the holidays, in order that their child can start the course at the beginning of the next term in the new location.
- e. The application for HQ SCE to support a parental application for extension of dependency status requires the head teacher to certify the information provided by the parent, i.e. that a pupil is due to take public examinations etc
- f. If the parental proposal involves a child remaining in BFG with a guardian then that arrangement will amount to a private fostering arrangement. The Children's Act 1989/2004, requires that a local authority must satisfy itself that the welfare of children who are, or will be, privately fostered within their area is being or will be satisfactorily safeguarded and promoted. Therefore nominated private foster carers must be assessed as suitable. This requirement is reflected in BFG by Standing Order 3350 ("Private Fostering and Placing of Children) which requires private foster carers to be assessed by BFSWS. This assessment must be completed prior to submitting the application form for retention (SCE Form 3016).
- g. When completed, confirmation from BFSWS as to the suitability of the nominated guardian is attached to the SCE Form 3016. It is the parent's responsibility to nominate the guardian and, in the event of their eligibility being refused, to nominate an alternative guardian. This process can take more than 6-8 weeks to be completed and parents are strongly advised that very early contact with BFSWS is essential. Such arrangements come within the scope of 'private fostering' arrangements, are while regulated by the BFSWS it remains parental responsibility for making all arrangements with the guardian, financial and otherwise, e.g. to cover the costs as well as providing the child with sufficient funds to cover pocket money and incidental expenses until his or her return to the UK.
- h. Applications which involve a nominated guardian will not be considered without BFSWS confirmation of suitability. If, for any reason, the guardian is unable to fulfil his/her obligations, the parent must be in a position to return to the child's school for any urgent reason within a period of twenty four hours of notification from the guardian or head teacher, and must provide a written undertaking to this effect.

i. The MOD will not accept responsibility for any occurrence involving the death or injury of the child other than that arising from the negligence of the MOD, its servants or agents. In this context, the guardian appointed by the parent will not be regarded as a servant or agent of the MOD.

j. Retention can also be applied for children of entitled personnel on exceptional grounds, e.g. when an entitled person dies whilst serving overseas. The time of retention will mirror the period that the family is permitted to retain a SFA in Germany. For children who have begun examination courses, the period of retention and other conditions will be as described elsewhere in section 2b. Any applications on exceptional grounds need to be made together with supporting documentation. Decisions in such cases will be guided by the principles of best interests of the child, considerations of disadvantages together with practical considerations of family circumstance.

53. The parent will be responsible for ensuring that the child's passport is valid until the end of the retention period and for any necessary visas and/or residence permits required.

54. The child may not change SCE schools after the parent has left the command.

55. Should the relevant military authority decide, for whatever reason, that the child should not be allowed to remain in Germany, the parent and guardian will be informed and will be responsible for arranging for the child to rejoin his/her parents. Return passage for the child to the UK will be at public expense.

56. There is normally no entitlement to retention for children attending non-SCE schools overseas.

57. A retained pupil will continue to be entitled to all privileges normally enjoyed by the head of household's dependants under any inter-governmental agreement applicable to the relevant command area. In particular the child will normally be entitled to:

- a. An identity card or NAAFI ration card.
- b. The facilities of British Forces Germany.
- c. Health and dental care and treatment.

58. A retained pupil will normally be a civilian subject to Service Discipline for the purposes of the Armed Forces Act 2006 and will be required to comply with any applicable standing orders.

59. Retained pupils are not entitled to local vehicle licensing facilities or to purchase tax-free vehicles.

60. A child retained as a boarding pupil will be entitled to:

- a. Board and accommodation at public expense subject to payment by the parent of Home Savings Contribution (HSC) and other incidental expenses charged by the school from time to time. The school bursar will raise bills for HSC and incidental expenses;

b. A child retained as a day pupil will be entitled to free travel between the school and the guardian's home in circumstances where garrison travel would ordinarily be provided.

61. A retained pupil is entitled to a deferred family passage to the UK, at public expense, at the end of the examination course or earlier if, for any officially acceptable reason (e.g. medical), the child is unable to complete the course. To obtain this entitlement Service personnel must apply to their own department in accordance with the procedure set by the overseas command.

62. Retained pupils retain their eligibility for travel under the School Children's Visit Scheme. Applications should be endorsed "Reverse Travel".

63. The extension of dependency status for a pupil in order that they remain in a SCE school does not confer entitlement on his/her parents to any form of status nor a entitlement right to occupy a SFA for any longer period than stated in single Service regulations. However, parents of retained pupils may apply, through their Chain of Command, for retention of the family quarter, under the terms of JSP 464.

### **Universal Infant Free School Meals**

64. DIN 201401/140 states the current position on Universal Infant Free School Meals in SCE settings. This section will be updated in due course to reflect the content of the referenced DIN.

# 7 Local Provision Overseas - Non SCE

## General

1. In Extra Command Areas (ECA) and sites with isolated status overseas it is unlikely that the use of SCE schools will be possible. Those personnel notified of such assignments are to consult CEAS at the earliest opportunity to discuss educational provision.
2. Local provision may be via local schools in English Speaking Countries or independent international schools elsewhere. It is unlikely that these will follow the English National Curriculum taught in local authority schools in England. Some subjects, including those that are compulsory under the English National Curriculum, may not be available, whereas in others, the syllabus, teaching approach or coverage may be very different. In addition, National Curriculum assessments and tests may not be offered. There may also be variation in the ages that children start formal education. In some countries this may not be until aged 6 or 7.
3. Secondary schools outside the UK work towards different examinations and qualifications and parents who are about to be posted to an ECA or site with isolated status should be prepared to consider the option of their children attending a boarding school in the UK. The potential difficulties for a student about to commence, or in the middle of, an examination course transferring back to the UK from the education system of another country, cannot be overstated. Consequently, boarding (either in UK state or independent boarding schools) is recommended for children who would otherwise be returning to the British system in the 4 years prior to national examinations or beyond.

## Use of Civilian Schools in English-Speaking Countries Overseas

4. In English-speaking countries overseas personnel should make use of State provision where suitable.
5. Where the local State provision is deemed inappropriate, the full cost of fees and other admissible expenses in the independent sector may be claimed. Casework<sup>15</sup> for this should go to CEAS via the Commanding Officer or Head of Establishment/Embassy (Chain of Command).

## Use of Civilian Schools in Non-English-Speaking Countries Overseas

6. In non-English speaking countries and where there is no SCE provision, the full cost of fees and other admissible expenses at independent schools approved by local commanders, with advice from CEAS, will be met from public funds. The refund of expenses for officially authorised expenditure for the use of civilian schools overseas is only applicable to those individuals defined as entitled to education free of cost to parents in accordance with Para 3 of Ch 6.

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<sup>15</sup> The CEAS template for casework is at Pt 1 Ch 7 of this JSP

7. Where attendance as a SCE school is not a practicable option, necessarily incurred tuition fees will be refunded within the stated limits in respect of all entitled pupils.

## Entitlement to Refund of Fees and Expenses

8. The local Command fund educational provision. CEAS advise Commands and budget holders on whether the request is appropriate and commensurate with UK education but cannot necessarily provide assurance on individual educational establishments.

9. Fees and expenses may be refunded from the September following the child's fourth birthday. Fees for education representing that of reception year in England will be allowable only if the child is attending the equivalent of a school reception / FS2 or year 1 class as distinct from a nursery/FS1 class. In the latter case, the ISODET nursery allowance remains applicable. Exceptionally, if a reception/FS2 or Yr 1 place is available, fees can be claimed from the term following the child's 4th birthday. The refund of any fees and expenses will normally cease at the end of the academic year in which the child reaches the age of eighteen. In exceptional circumstances (e.g. serious illness) where the child's education has been so disrupted that they could not successfully complete their course by that time, then the fees and expenses may be refunded up until the end of the academic year in which the child's nineteenth birthday falls. For fees and expenses to be refunded, any course of prolonged schooling must have started before the eighteenth birthday.

10. The value of any scholarship awarded to Service children attending civilian schools overseas must be declared, so that the sums involved can be offset against fees.

11. See Claim Procedures below.

## Expenses Admissible for Refund

12. JSP 752 Ch 4 Sect 10 provides clear guidance on what can be claimed and is the primary source for policy relating to allowances. Items that are provided free of cost to parents in the United Kingdom are normally admissible for refund. In small stations/isolated status sites where parents have chosen to make use of local, free educational provision, claims for additional expenses remain admissible.

13. The following items are normally admissible for refund:

a. **School Fees.** This includes normal tuition fees (including registration and enrolment fees) and any other compulsory charges, such as insurance or school medical fees. Fees for extra tuition will be reimbursed only when that extra tuition is necessary and would normally be a free entitlement under United Kingdom provision.

b. **Field Study Trips/Residential Educational Courses.** The cost of field study and residential educational courses, but not the board and lodging charges, will be refunded if it is required as part of a syllabus for a prescribed public examination. Activities relating to the Community Action Service element of the International Baccalaureate do sometimes attract a charge. A full breakdown of options and charges must be provided to the budget holder before any claims can be authorised.

c. **Language Tuition Fees.** Financial assistance for children who attend non-English speaking schools overseas is available. Such assistance will be given only if the tuition is considered essential and must not exceed 130 hours. It will normally be

limited to a maximum of five hours tuition per week, and for a maximum period of six months. Tuition may take place up to three months prior to the take up of the post overseas, but this must be paid initially by the claimant and claimed once in post. Applications for the refund of fees, accompanied by a statement of the circumstances, should be forwarded to CEAS for approval.

d. **Books and Stationery.** The refund of the cost of essential books and stationery as required by the school authorities and that would normally be provided free of charge in the UK State maintained sector, is admissible. Such claims are subject to audit by the paying officer, and refunds should be made only on production of suitable receipts. Where electronic learning devices are provided on a stage payment or deposit basis the costs can only be claimed if the device does not become the property of the claimant/child at the end of the period. Increasingly overseas schools are requiring students to use iPads. Refunds for the purchase of iPads cannot be made where the claimant/child retains the equipment however Commands/Units may wish to consider holding a loan pool of this type of equipment which can be loaned out when required.

e. **Transport.** Official transport should be used wherever possible. When no Service provision can be made, the refund will be confined to the cheapest method appropriate to the area and the circumstances. Where the use of a private car is authorised, the appropriate lower rate of mileage allowance may be claimed for 2 x return journeys to and from school daily. Supplements for additional passengers are not payable. If the school provides transport, its cost may be reimbursed up to the equivalent motor mileage allowance.

f. **School Meals.** These can only be claimed for children in the equivalent of Reception, Year 1 and Year 2, in line with DfE policy and DIN 201401/140.

14. The following items are not admissible for refund:

- a. All items of clothing, including sportswear.
- b. Advance payments to secure entry to school.
- c. The cost of meals from the equivalent of Year 3 (England) except where these are included in boarding fees.
- d. Charges for extracurricular activities, e.g. societies, clubs, school camps etc, which are not part of the normal school curriculum and which are normally paid for by the parent in the United Kingdom.

15. See Claim Procedures below.

## **Claim Procedures**

16. Authority for the refund of educational expenses is given by CEAS to whom application should be made by the entitled individual on Application for Authority for Refund of Fee and Educational Expenses in Civilian Schools Overseas SCE (SCE Form 11.1 - see Pt 2 Vol 2 Ch 9 of this JSP). The claimant should submit the application through their Commanding Officer or Head of Establishment. Where any doubt exists as to the suitability of the educational provision, the details should be submitted to CEAS for consideration.



17. The authority, for refund once given, will stand for recurring payments provided the circumstances do not change. Claim for Refund of Fees and Educational Expenses in Civilian Schools Overseas (SCE Form 11.2 - see Pt 2 Vol 2 Ch 9 of this JSP) is to be completed on each subsequent occasion a claim is submitted, Part B being certified by the applicant's Commanding Officer or Head of Establishment.

18. In all cases, it is the responsibility of the paying officer to satisfy himself that MOD authority adequately covers the claim. Payment will be made only on production of supporting documentation or, in the case of transport expenses, by the submission of claims on Claim for MMA in Connection with School Transport (SCE Form 11.3 - see Pt 2 Vol 2 Ch 9 of this JSP).

19. Fees for language tuition will be paid upon submission of Claim for Reimbursement for Extra Tuition Fees (SCE Form 11.4 - See Pt 2 Vol 2 Ch 9 of this JSP).

20. Personnel taking up appointments in NATO and EUMS in continental Europe and Turkey are supported for education purposes by European Joint Support Unit (EJSU), part of the Global Support Organisation (GSO). Payment of admissible fees, where appropriate, will be undertaken directly by the EJSU. Parents are reminded, however, that they may still be liable for any inadmissible fees and expenses.

### **Elective Home Education**

21. Parents may elect to home educate at any stage of compulsory school age and are not required to register or seek approval. They must, however, notify a school where a child is registered that they are withdrawing a child and accept full financial responsibility and ensure suitable full time education is provided.

## CEAS Casework Proforma

### HEADING:: (Short Summary of your request)

Serving Parent details:

Name & Initials:

Number:

Rank:

Service/Regt/Corps:

Unit:

Contact Number:

Unit Address:

Email Address:

Arrival Date:

Future Availability Date:

Termination Date

### Child's details:

Name:

DOB:

Current or proposed school:

Present Year Group:

**BACKGROUND** Start at the beginning and go through the facts in chronological order. Where relevant include:

- a. Dates of all important events (any delays in actions or submissions at unit (or Bde) should be explained).
- b. What advice was sought or offered and by whom. In cases of incorrect advice, be specific about dates, places and names (enclosing evidence if available). Vague references to a telephone conversation or a general conversation is insufficient.
- c. Relevant family or compassionate circumstances, special education needs (enclosing welfare/ medical reports/EP reports).
- d. Any financial hardship suffered.
- e. Any remedial action taken by the Service person.
- f. Was CEAS contacted before posting accepted?

**ENTITLEMENT SOUGHT** Be clear about what is required, e.g Refer to specific JSP or other Regulation where appropriate if necessary.



# 8 School Transport Overseas

## Responsibility for Policy on School Transport

1. Overall policy regarding the provision of school transport is set out in JSP 800 Vol 5 Defence Movements and Transport Regulations. The details in this section do not conflict with JSP 800 Vol 5, which remains the prime policy source on transport matters.
2. Within the policy framework set by JSP 800 Vol5, the regulations concerning the provision of home to school transport are to be determined by the relevant Garrison or Station.

## Entitlement to School Transport

3. The use of MOD road transport may be authorised by the Command HQ for Immediate Family members of the forces or MOD sponsored civilians living with their parents, in overseas stations, and who are attending Service sponsored schools. Command HQs may decide on the most efficient and most cost-effective way of enabling the Service e.g. central collection / drop-off points.
4. The following rules are to be applied:
  - a. Extra journeys may be authorised, as necessary, to attend activities at a distance from school which form a regular or supporting part of the school's curriculum.
  - b. In the interests of safety, an appropriate level of supervision is to be provided in accordance with Cmd Instructions; this must include the roles and responsibilities of the supervisor. School children must be supervised by a responsible adult in addition to the driver and they must ensure the safety of children boarding and alighting the vehicle.
5. Non-Sponsored Children - Overseas Commands. Children who have been authorised to attend British Service Schools, but are not sponsored by the MOD, may be carried in the transport provided for Service children. This must be on a spare seat basis, provided that no increase in transport resources is required and no extra cost to public funds is involved. If the numbers to be carried, routes or distances involved create an additional financial burden, then provision of MOD road transport is to be subject to MOD approval which is to take account of the means whereby public funds may be recompensed.
6. There is no entitlement for transport to be provided from home to FS1 settings. This is a parental responsibility.

## Journey Times

7. DfE guidelines on best practice for school journey times, which the MoD will seek to follow, state that the travel time from home to school (i.e. for a single journey) including time spent waiting or walking should not exceed:
  - a. 45 minutes for children attending primary or middle schools.
  - b. 75 minutes for children attending secondary schools.

## **Educational Visits and Inter-School Sporting Fixtures**

8. Transport will be provided at no charge to support out-of-school activities which are part of the National Curriculum or are an essential constituent of public examination courses. This entitlement applies in respect of activities that take place out of school hours as well as those which take place during the normal school day. For pupils aged 14-19, this entitlement extends to air travel to and from the UK, within an annual maximum of 150 return air trooping flights from Germany and 50 from Cyprus.

9. Transport will be provided for other educational visits and inter-school sporting fixtures, but will be subject to the availability of Educational Transport Scheme (EdTS) funding. Full details of the availability of transport for these purposes can be found in the Standing Orders for each Command area. Any limitations imposed on 'round trip' distances should not undermine the ability of all SCE secondary schools in BFG to visit one another for inter-school sporting activities.

10. Transport will not be provided specifically for spectators to attend sporting fixtures. However, spectators may occupy any spare seats on vehicles provided for players, competitors or officials. A larger vehicle to permit the conveyance of spectators cannot be requested in place of an appropriately sized vehicle that is required to convey the team.

11. No indemnity is required from parents in respect of these visits whether hired or Service transport is used.

## **Responsibility for Provision of School Transport**

12. The provision of transport for entitled children attending SCE schools or approved civilian schools in command areas overseas where the distance to the nearest school or local conditions necessitate its use is the responsibility of the relevant Garrison, or Station.

## **Supervision on School Transport**

13. School children must be supervised by a responsible adult in addition to the driver. The supervisor must ensure the safety of children boarding and departing the vehicle.

14. The responsibility for employing supervisors lies with the relevant Garrison, or Station.

## **Children Attending Non-SCE Schools**

15. Parents of children who attend non-SCE schools are responsible for making their own arrangements for their children's travel.

Children attending UK boarding schools for whom CEA is being claimed. Refer to relevant section of JSP 752 (Ch4 Section 10) on School Children's Visits entitlement.

## 9 Glossary of Abbreviations

Abbreviation	Definition
AEO	Assistant Education Officer
AG	Adjutant General
AQA – SEG	Assessment and Qualifications Alliance – Southern Examining Group
ASN	Additional Support Needs (Scotland)
BATUS	British Army Training Unit Suffield
BFG	British Forces Germany
BFSWS	British Forces Social Work Service
CCEA	Council for the Curriculum, Examinations and Assessment
CEA	Continuity of Education Allowance
CEAGT	Continuity of Education Governance Team
CEAS	Children’s Education Advisory Service
CLO	Community Liaison Officer
CO	Commanding Officer
CoEA	Certificate of Education Achievement
CTC	City Technology College
DBS	Disclosure and Barring Service
DCYP	Directorate Children and Young People
DE(NI)	Department of Education Northern Ireland
DfE	Department for Education
Dir CYP	Director Children and Young People
DoD	Department of Defense (USA)
DSA	Day School Allowance
ECA	Extra Command Areas
EdTS	Educational Transport Scheme
EJSU	European Support Unit
EUMS	European Union Military Staff
EYFS	Early Years Foundation Stage
FS	Foundation Stage
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
GEA	Ghurkha Education Allowance
GNVQ	General National Vocational Qualification
GOML	Graded Objectives in Modern Languages
GSO	Global Support Organisation
HMIE	Her Majesty’s Inspectorate of Education (Scotland)
HR	Human Resources

<b>Abbreviation</b>	<b>Definition</b>
HSC	Home Savings Contribution
JSP	Joint Service Publication
JSU	Joint Support Unit
KS	Key Stage
LA	Local Authority
MOD	Ministry of Defence
NATO	North Atlantic Treaty Organisation
Ofqual	Office of Qualifications and Examinations Regulation
OfSTED	Office for Standards in Education
PE	Physical Education
PEP	Personal Education Plan or Principle Educational Psychologist
PPO	Principal Personnel Officer(s)
PPO	Parent Partnership Officer
PSO	Parent Support Officer
QCDA	Qualifications and Curriculum development Agency
SAEN	Special and Additional Educational Needs
SCE	Service Children's Education
SCQF	Scottish Credit and Qualifications Framework
SEN	Special Education Needs (England, Wales and NI)
SENA	Special Education Needs Addition
SEND	Special Educational Needs and Disabilities
SGC	School Governance Committee
UKBC	UK Based Civilian
UKSC	UK Support Command
UWO	Unit Welfare Officer