



Ministry
of Defence

JSP 342
Education of Service Children and Young People
Part 2: Guidance
Volume 1: Education of Service Children in the UK

Foreword

This Part 2 JSP provides guidance in accordance with the policy set out in Part 1 of this JSP; the guidance is sponsored by the Director Children and Young People as the Defence Authority for the Education of Service Children. It provides policy-compliant business practices.

Preface

How to use this JSP

1. JSP 342 is intended as a guide to policy and regulation relating to the education of Service children wherever they might be in the world. It is designed to be used by staff responsible for the provision of education of Service children, those Service staff (and other eligible staff) who have children and for Commands. This JSP contains the policy and direction on the education of Service children and guidance on the processes involved and best practice to apply. This JSP will be reviewed at least 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 the guidance and best practice that will 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 – this volume.
 - (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 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 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:

Job Title/E-mail	Project focus	Phone
DCYP-AD CYP	General Policy and Guidance	01980 61 8711 94344 8711

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1 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 the UK Parliament at Westminster.

2. Structural and other differences between the four 'home' countries have existed for a long time but the more recent formal devolution of statutory responsibility for education law to Scotland, Wales and Northern Ireland has not only emphasised existing differences but continued to establish further ones.

3. Service families moving around the UK often find themselves in confusing situations resulting from these differences. These differences may relate to a number of factors:

- a. Differences in age ranges of phases of education.
- b. Different examination and assessment systems.
- c. Different curricular structure and content.
- d. Different admission systems.
- e. Different statutory approaches to meeting children's special educational / additional support needs.
- f. Higher education funding routes and arrangements.

4. In 2006, the House of Commons Defence Committee, in an enquiry into the education of Service children, expressed concern about some of the difficulties experienced by Service families as they moved around and in and out of the UK. Forums are now in place in each of the four countries of the UK. DCYP have also published a leaflet to help Service families understand the differences between the education systems called "A Guide for Service Families: UK Education Systems", which is available via the Millie Stock Number system¹.

¹ MSN 091 LAN 1366339 and MMP 158

2 Education of Service Children in England

Admissions Criteria in England

1. School Admissions in England are controlled via the School Admissions Code published by the Department for Education. The Code places statutory requirements upon admissions authorities to ensure that applications for state schools are allocated and offered in an open and fair way.

2. Coordinated admissions rounds are undertaken by local authorities for places in reception year and transfer to secondary schools. There may also be admissions rounds for infant to junior school transfer, and transfer to and from middle schools in those areas where such schools exist. Many authorities offer an on-line application process. The normal admissions round for secondary schools for first admission into year 7 the following September closes on the preceding 31 October, with a National offer day of 1 March. The National closing date for primary school applications is the 15 of January and the national offer day is 16 April. Applications made between the admission round closing dates and 1 September are termed late applications. Applications made for places outside the admissions rounds are termed in-year applications. Service personnel moving on posting unable to participate in the normal admissions rounds will need to make in-year applications for school places.

3. Where the number of applications for a particular school exceeds the number of places available allocation of places will be in accordance with the schools oversubscription criteria. These vary but must meet the requirements of the School Admissions Code and be published by the school.

4. Local authorities are no longer required to coordinate in-year applications but some have made agreements with local schools to do so. As a minimum they have to tell parents which schools may have places available. Parents are not prevented from making enquiries directly to schools, and in many cases will be able to apply directly to the school. Where the schools are under local authority control or coordinated procedures exist, applications may have to be made to the local authority. Each local authority has to publish admission arrangements on their website, and this is a good place to start for advice.

5. Outside of the normal admissions rounds, if a school has a place available and it is applied for the place has to be allocated unless the school is a selective school and the child has not achieved the academic threshold required for entry or has previously been permanently excluded twice. If the latter applies, parents should contact their local authority and CEAS for advice.

6. A child with a Statement of Special Educational Need (currently being phased out) or an Education, Health and Care Plan, (EHCP), are placed at a school as a requirement of the document and do not have to participate in the normal admissions process. Where a new school place is required, parents should contact their local authority SEND department for advice. Independent advice can be obtained from CEAS or from the local authority's Independent Advice and Support Service.

Applying for a School Place in England²

7. Parents should always make a written application for a school place and a school or admissions authority (school governing body or local authority) must always reply in writing.

8. If it is not possible for the admissions authority to offer a school place, the written reply must set out the reasons for that refusal; offer the right of appeal against the decision; the deadline for lodging an appeal; and the contact details for making an appeal.

Appeals Process in England

9. School Admission Appeals are controlled via the School Admissions Appeals Code issued by The Department for Education. When an application for a school place is refused the admissions authority must provide advice on how to proceed with an appeal.

10. In addition to appealing, it is worth asking if a school operates a waiting list for the year group concerned. As school holidays are prime times for families to move, and that many do so without informing schools, places may become available shortly after a term starts; it is only when schools return and absences are pursued that some places become available. If waiting lists are not maintained then repeated enquiries about places may be necessary. Where multiple applications are made for these places allocation is again decided by use of the school's oversubscriptions criteria.

11. A parent can appeal once in an academic year for any particular school. A further right of appeal will exist in the next academic year. Parents can also appeal for places in different schools concurrently.

12. Advice on compiling and submitting appeals can be obtained by contacting CEAS:

Children's Education Advisory Service
Trenchard Lines
Upavon, Pewsey
Wiltshire
SN9 6BE

Telephone: 01980 618 244 (Military 94 344 8244)
Email: enquiries@ceas.uk.com

National Curriculum in England

13. Pupils aged 5 to 16 in community and foundation schools, including community and foundation special schools, and in voluntary aided and voluntary controlled schools must follow the National Curriculum. Other state schools have greater freedom as to their teaching. The National Curriculum is revised periodically by the Government and is published by the Department for Education on the Government website. The National Curriculum forms one part of the school curriculum.

14. All state schools have to publish details of their curriculum for each academic year by subject, and details about how additional information relating to the curriculum may be obtained.

² See also the DfE Admissions and Appeals Code of Feb 2012

15. All state schools must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.

16. The National Curriculum separates the school years to produce Key Stages:

Foundation Stage: from 3 to 5 years, pre-school to reception.

Key Stage 1: from 5 to 7 years, school years 1 and 2.

Key Stage 2: from 7 to 11 years, school years 3 to 6.

Key Stage 3: from 11 to 14 years, school years 7 to 9.

Key Stage 4: from 14 to 16 years, school years 10 and 11.

17. At Key Stage 4 the number of subjects that are required to be studied decreases to allow additional time for GCSE or other examination courses; however, pupils have an entitlement to pursue certain option subjects if they wish.

Post 16 Education

18. Under the Raising of the Participation Age requirements young people have to stay in education or training until aged 18. This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16 which can be through full-time study in a school, college or with a training provider; full-time work or volunteering combined with part-time education or training; or education and training via an apprenticeship. Advice for young people can be obtained from the National Careers Service helpline tel 0800 100 900 which is open from 0800 to 2200 seven days a week. There is also a text service via 07766 413 219 and further information can be obtained from the NCS website.

19. Local authorities are responsible for ensuring all young people have a suitable offer of a place in education or training. This has to be made by the September provision is due to start but most make this available earlier in the year before examinations are taken to help young people know what grades they need to aim for. Further advice is available from the DfE via the Government website or from CEAS.

Higher Education

20. Further education is typically undertaken at Universities but some local colleges have HE programs as well. Higher Education is subject to payment of tuition fees. Further advice on fees and loans can be obtained from the Government website or from Student Finance England tel 0300 100 0607 (0800 – 2000 Mon-Fri, 0900-1600 weekends) text phone 0300 100 0622 (Mon-Fri 0800-1600), or from Student Finance England, PO Box 210, Darlington DL1 9HJ.

Defence Sixth Form College Welbeck

21. Defence Sixth Form College (DSFC) Welbeck is a purpose built Sixth Form College in Woodhouse, Loughborough. DSFC is a fully co-educational boarding sixth form college with students coming from a variety of social and educational backgrounds and represents the first stage of the Defence Technical Officer Engineer Entry Scheme (DToeES). It is the only college in the country that offers students a secure place at one of ten designated universities within the Defence Technical Undergraduate Scheme (DTUS), followed by a career in the Armed Forces or the Defence Engineering & Science Group (DESG). With a focus on maths and physics, academic studies are combined with developing the core military and personal skills and values essential for military leadership.

22. Further information including eligibility criteria can be found at www.da.mod.uk/dtoees. A copy of the DSFC prospectus may be obtained from the principal, DSFC Welbeck, Forest Road, Woodhouse, Loughborough, Leic, LE12 8WD, www.dsfc.ac.uk

Boarding Schools

23. See Pt 2 Vol 1 Ch 5 of this JSP.

Elective Home Education

24. Although parents do not have to follow any national curriculum and are free to choose how they educate their child, the law requires them to ensure they provide an efficient full-time education suitable for a child's age, ability and aptitude and for any special educational needs he may have. No support for home education is available from public funds.

25. Whilst home based education offers considerable flexibility, it may be helpful to follow a commercially available package or devise and follow a plan that provides for appropriate recording and evidence of a child's progression and achievements. This may be helpful should a parent need to establish the effectiveness of their home-based education programme or should the child need to return to school-based education in the future. Curricula are available on line, as are teaching and learning materials; support and advice for parents' home educating their children may be available from home education charities.

3 Education of Service Children in Scotland

Admissions Criteria in Scotland

1. The majority of schools in Scotland are managed by the 32 Unitary Councils. These councils' catchment areas for each of their schools and children are normally placed at the school serving the area in which they live. Helpful information about finding and securing places in state-maintained schools in Scotland is available in a publication called 'Choosing a School - A Guide for Parents'. It can be found on the Scottish Government Website. Information is also available on each Scottish local authority's website and details of schools in Scotland can be found at Scottish Schools Online.

2. Parents that experience any difficulty in obtaining access to the relevant information or in securing a school place in Scotland, should contact CEAS:

Children's Education Advisory Service
Trenchard Lines
Upavon, Pewsey
Wiltshire
SN9 6BE

Telephone: 01980 618 244 (Military 94 344 8244)
Email: enquiries@ceas.uk.com

3. In general, the school year begins in the second or third week in August. There are breaks of one or two weeks in October and at Christmas and Easter. Some Unitary Councils also set a short break in mid-February. The school year ends around the end of June.

4. If a child is going to fall between years on moving to Scotland, especially between primary and secondary then parents should talk to the schools involved to explain the situation. Parents are able to make a placing request for children to be placed out of their chronological age groups but this does not have to be agreed.

5. Parents who are considering deferring their child's entry to primary school should discuss this with their education authority as early as possible. Local authorities will usually ask parents to enroll their children for primary school several months before they are due to start.

Applying for a School Place in Scotland

6. Contacting local schools direct is usually the best way to start to secure school places. It is common practice for children in Scotland to attend their local school; however, if parents want to send their child(ren) to a council school other than their local one they must inform the relevant council. The request must be made in writing and is referred to as a 'placing request.'

Appeals Process in Scotland

7. If the placing request is refused parents can appeal against this decision, except for refusals of nursery school places and refusal of places in primary school when the child is under school age.

8. Appeals against a refusal of a placing request must be actioned promptly and within the mandated time frame, otherwise the right to appeal may be lost. For more details see the Scottish Executive's booklet 'Choosing a School - A Guide for Parents' on how to appeal; further advice can also be obtained from CEAS.

Curriculum in Scotland

9. Scotland has its own system of education that is different from that of other countries of the UK. More detailed information is available from Education Scotland's 'Parentzone'. Scotland has introduced a 'Curriculum for Excellence' for pupils starting in Early Years provision and lasting until the end of Secondary 3. Progression is indicated through five curriculum levels:

Early:	pre-school years and Primary 1
First:	to the end of Primary 4
Second:	to the end of Primary 7
Third and Fourth:	Secondary 1 to Secondary 3.
Senior Phase:	Secondary 4 to Secondary 6, and college or other study

10. Assessment against each curriculum area takes place throughout a child's schooling. Individual progress in each area is recorded as a code reflecting the curriculum area, the curriculum level, where the statement sits within the development of the subject and the position of the statement within the line of development. Detailed information about assessment in each curriculum area is available at 'Curriculum for excellence'. Scotland has its own system of examinations and its own qualifications award body. The levels of qualifications used are different to those used elsewhere in the UK. To allow consideration of 'equivalents' of courses and qualifications reference should be made to Ofqual's guide to comparing qualifications in the UK and Ireland available on their website, and to UCAS tariff tables.

Further Education

11. Further education is available at colleges in much the same way as in England. Often a residency criterion is applied for funding for services; this should not bar Service children accompanying parents. There should be no problem for those whose Serving parent joined the Armed Forces at a careers office in Scotland, however, for others there may be problems depending upon the college concerned. Further assistance can be obtained from CEAS.

Higher Education

12. Higher Education (University) courses are subject to tuition fees of up to £9,000 each year for non-Scotland resident students in Scotland. However, students ordinarily resident

in Scotland do not pay tuition fees and may receive support awards if attending universities in other UK countries. Being 'ordinarily resident' is normally defined as living in Scotland for the 3 previous years. Service personnel who joined the military in Scotland may also be classed as ordinarily resident and thus may qualify for support for themselves and their families; further advice on this matter and the current levels of bursaries and loans is available at Students Award Agency for Scotland.

Queen Victoria School, Dunblane

13. Queen Victoria School (QVS) in Dunblane is fully-funded for tuition and boarding by the Ministry of Defence to provide stability and continuity of education, within the Scottish system, for the children of UK Armed Forces personnel who are Scottish, or who have served in Scotland or who have been part of a Scottish regiment. Children without a Scottish link may also be considered.

14. Fully boarding, co-educational and tri-service (for Army, Navy and RAF children), the School takes around 270 pupils from the ages of 10/11 up to 18.

15. More information on QVS can be found at <http://www.qvs.org.uk/>

Elective Home Education

16. In Scotland, the local authority's consent is required to withdraw a child already enrolled at a school but this should not be unreasonably withheld. Local authorities may also become involved if they believe home education is not suitable for the age, ability and aptitude of the child.

4 Education of Service Children in Wales

Admissions Criteria in Wales

1. Admissions to schools in Wales are controlled via The School Admissions Code 2013 issued by the Welsh Government. 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 as a second language.
2. Parents moving to an area where Welsh is the main or sole medium of instruction can apply for Day School Allowance so that children can attend an independent school where they are taught in English. The composite prospectus published by each local authority gives details of the admission arrangements for local schools. Each prospectus will provide information about how to apply for school places. Information concerning the day school allowance for North Wales is at Sect 6 of Ch 9 of JSP752.
3. Further information and advice is available from:

Children's Education Advisory Service
Trenchard Lines
Upavon, Pewsey
Wiltshire
SN9 6BE

Telephone: 01980 618 244 (Military 94 344 8244)
Email: enquiries@ceas.uk.com

Applying for a School Place in Wales

4. Parents seeking school places in Wales have a statutory right to express a preference or more than one preference for a school place. Admission authorities for schools must usually meet expressed preferences for schools if there are places available in the appropriate year group. Unless a small number of limited exceptions apply, the only basis upon which requests for places maybe turned down is the year group in question having already reached its published admission number (i.e. the year group is full).
5. The four types of school in Wales are:

Community primary and secondary schools [there are no Middle schools in Wales]

Voluntary controlled primary and secondary schools, usually affiliated to the Church in Wales

Voluntary aided schools, usually affiliated to the Roman Catholic Church

Foundation schools

6. If admission authorities refuse to offer a place they must do so in writing, give reasons for the refusal and inform parents of their right to appeal and how to obtain access to the appeals' process.

Appeals Process in Wales

7. Except in a limited number of circumstances, any parent whose child is refused a school place in the appropriate year group has the right to an independent appeal. A parent may, if they wish, appeal for places in more than one school simultaneously.

8. Parents are advised to contact CEAS for information and advice about admission appeals.

9. Appeals for school places in Welsh State Maintained schools are governed by the Schools Admission Appeals Code (revised 2013).

Curriculum in Wales

10. 02.01.0310. Children in Wales follow the curriculum published by the Welsh Government. Further information is available on the Government's website.

Day School Allowance (North Wales)

11. Day School Allowance (North Wales) (DSA (NW)) is available to Service families who are serving in an established post in an eligible unit and are resident within the counties of Gwynedd, Conwy, Denbighshire, Flintshire or the Isle of Anglesey and who meet all the criteria for payment of CEA. It is specifically designed to allow the children who move to North Wales following a posting to attend an Independent Day School as an alternative to a State Maintained Day School which is operating the bilingual teaching policy. There is no requirement for claimants to pay the 10% parental contribution which applies to CEA. More information will be available from the parent unit in Wales or from JSP 752 Chap 9 Sect 6.

5 Education of Service Children in Northern Ireland

Admissions Criteria in Northern Ireland

1. The education system in Northern Ireland is centrally administered by the Department of Education and locally by five Education and Library Boards: Belfast, North Eastern, South Eastern, Southern, and Western.
2. In Northern Ireland there is a selective system of education and at the age of 11 pupils take a transfer test to determine whether they will go to a Grammar school. There are several types of schools at both primary and secondary levels:

Controlled schools, looked after by the Education and Library Boards

Voluntary Maintained schools, mainly under Roman Catholic management

Grant Maintained Integrated schools that take children of any religious denomination

3. Further information on schools can be obtained from CESO AWS 33 Irish Brigade, BFPO 825 or from CEAS:

Children's Education Advisory Service
Trenchard Lines
Upavon, Pewsey
Wiltshire
SN9 6BE

Telephone: 01980 618 244 (Military 94 344 8244)
Email: enquiries@ceas.uk.com

Curriculum in Northern Ireland

4. The curriculum is defined in terms of a Foundation Stage and four key stages which cover the 12 years of compulsory schooling:

Foundation Stage: Years 1 - 2

Key Stage 1: Years 3 - 4

Key Stage 2: Years 5, 6 and 7

Key Stage 3: Years 8, 9 and 10

Key Stage 4: Years 11 and 12.

5. Areas of learning for the Foundation stage and Key Stages 1 and 2 are published in the Northern Ireland Primary Curriculum and for the post-primary stages in separate curricular available on the NI Curriculum website.

6 Boarding Schools in the UK

Continuity of Education Allowance (CEA)

1. JSP 752 Tri-Service Regulations for Expenses and Allowances has primacy in relation to CEA.

2. Some parents may wish to consider boarding school for their child to ensure continuity of education. A Continuity of Education Allowance (CEA) is available which can cover up to 90% of fees. CEA Eligibility Certificates are issued by the CEA Governance Team (CEA GT) in accordance with JSP 752 Ch 9. However, initial claimants and those renewing their eligibility must obtain advice and an application form³ from CEAS in the first instance:

Children's Education Advisory Service
Trenchard Lines
Upavon, Pewsey
Wiltshire
SN9 6BE

Telephone: 01980 618 244 (Military 94 344 8244)
Email: enquiries@ceas.uk.com

3. The CEA GT can be contacted at:

CEA Governance Team
CEAGT, SPVA, Room G18
Innsworth House
Imjin Barracks
Innsworth
Gloucester GL3 1HW

Telephone: 01452 712 612 extn 5693
Fax: 01452 718 471 (Military GPTN: 95471 5471)

4. The costs of boarding schools can vary greatly and parents are expected to contribute a minimum of 10% towards the fees. The fees are only part of the costs and you need to be clear what extras the school charges for. There is a junior and senior CEA rate and which allowance you are eligible for depends on the fee structure of the school you choose. The junior and senior rates are not related to your rank. Full details of available allowances are included in JSP 752 Tri-Service Regulations for Expenses and Allowances.

Boarding Schools

5. There are many types of boarding school to cater for different age ranges, different abilities and different interests. State Boarding Schools (SBS) are located all across England with one in Scotland, Queen Victoria School, Dunblane. With strong academic records and a focus on providing excellent pastoral care they should be considered as an attractive and viable option for those children of Service families who need to board. They also provide excellent value for money because they are only allowed to charge for

³ CEA Eligibility Certificate application

accommodation costs and not tuition costs. There are no SBS in Wales or Northern Ireland. For more information on these schools visit the State Boarding School Association website. There are also a vast number and range of Independent Boarding Schools (IBS) and more information is available from the Independent Schools Council and from CEAS.

7 Special Education Needs and Disability in the UK

Special Educational Needs and Disability (SEND)

1. Children with Special Educational Needs and Disability (SEND) have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. It can be difficult to identify children with SEND because all children develop at different rates.
2. The system of identification and provision of support for children with SEND changed with the introduction of the Children and Families Act 2014. There is a new SEND Code of Practice, in England, available from the DfE section of the Government's website. Statements of Special Educational Need issued by an English local authority prior to Sep 1 2014 remain in force and will be transferred to the new Education Health and Care Plans, (EHCP), by a final deadline of 1 Apr 2018. Statutory guidance concerning transitional arrangements for the new system is available from the DfE website.
3. The new system, in England, provides for one category of school based provision and for those children whose learning needs are such as to require identification and provision by a local authority, an EHCP. The new system provides support for children aged from 0 to 25 and also replaces Learning Disability Assessments for young people aged 16 or over.
4. Parents of a child with SEND and eligible for CEA may also be entitled to the Special Educational Needs Addition (SENA). This is a supplement to CEA payable to a Service parent and is intended to assist towards the higher fees normally payable at specialist independent schools that have appropriate educational facilities or for additional support that would be available from State schools. Further details can be obtained from CEAS:

Children's Education Advisory Service
Trenchard Lines
Upavon, Pewsey
Wiltshire
SN9 6BE

Telephone: 01980 618 244 (Military 94 344 8244)

Email: enquiries@ceas.uk.com

5. See also Para 6 of Ch 8.

Scotland

6. In Scotland, the identification and provision of additional needs is regulated via The Additional Support for Learning Acts of 2004 and 2009. The Act includes recognition and support for circumstances that fall outside of other UK systems of national provision. The Scottish Government issue a 'Supporting Children's Learning' Code of Practice made available on their website. Support for children who have additional needs is usually provided via individual support plan. Where a child's needs results from complex or multiple factors that require a high degree of coordination of support from education authorities and other agencies in order that their needs can be met a Co-ordinated Support

Plan may be issued. This is sometimes incorrectly referred to as the 'equivalent' of a Statement of SEN issued elsewhere in the UK; owing to the differing underpinning legislation across the UK, no such equivalence exists.

7. Mainstream schools in Scotland typically provide for a wider range of needs and higher levels of support for pupils than many schools in England. Pupils whose needs are assessed as being best met within a special school may also have part of their education provided for in a mainstream school.

8. Advice and support for families with children with additional support needs posted to or from Scotland is available from CEAS, direct from local authorities and from Enquire, the Scottish Advice Service for Additional Support for Learning.

Wales

9. Wales is currently reforming its legislative framework for supporting children and young people with additional learning needs; a White Paper was issued in May 2014 with consultation closing in July 14 and reported upon in Oct 14; an Additional Learning Needs Bill is expected before the Government's summer recess of 2015. The new system is intended to provide a framework to support learners aged 0 to 25; an integrated collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions; and a fair and transparent system for providing information and advice, and for resolving concerns and appeals.

10. Until the new arrangements are implemented, the identification of and provision to meet special educational needs is subject to the Special Educational Needs Code of Practice for Wales issued by the Welsh Government in 2004. This provides for 2 categories of school based provision with Statements of SEN issued for those children whose needs are such as to require provision by local authorities.

Northern Ireland

11. In Northern Ireland arrangements for the identification of and provision for special education needs is legislated via the Education (Northern Ireland) Order 1996 and the Special Educational Needs and Disability (Northern Ireland) Order 2005. A Code of Practice on the Identification and Assessment of Special Educational Needs, a supplement to the Code of Practice and a guide for parents of children with SEN, together with other associated documents, are available from the Department of Education for Northern Ireland (DENI) section of the Government website.

12. The system used provides for assessment and provision for children under statutory school age, with that for school age children based on 5 stages; 3 of which are school based, Statutory Assessment forms the fourth stage and Statements of Special Educational Need the fifth.

13. Further information about SEN provision in NI can be obtained from CEAS.

8 Pre Schools in the UK

Pre-schools in England

1. All three and four year old children (and eligible two year olds⁴) are entitled to a free part-time early education place of fifteen hours a week. More details on the availability of pre-school education can be obtained from the Children's Information Service within the local authority (LA).

Pre-schools in Scotland

2. In Scotland LAs have a duty to ensure there is a free, part-time nursery place to all three and four-year-old children if parents request it. The 600 funded hours per year are usually delivered over five sessions per week (each of around 2.5 hours) over the school year, although provision is becoming more flexible and some authorities do have slightly different arrangements. Some providers may not be able to offer full five sessions a week. Parents who want fewer than five sessions per week, or need a special pattern of sessions (perhaps to fit in with their job), should discuss their needs with their LA/unitary council.

3. More information is available from <https://www.scottishfamilies.gov.uk/>

Pre-schools in Wales

4. The types of pre-school provision available in Wales could include:

Schools – LA

English medium playgroups - [Wales Pre-school Playgroups Association](#)

Welsh medium playgroups - [Mudiad Ysgolion Meithrin](#)

Childminders - [National Childminders Association](#)

Pre-schools in Northern Ireland

5. Nursery education in Northern Ireland is provided in:

Nursery schools

Nursery classes attached to primary schools

Voluntary playgroups

Further Information can be obtained from the [Local Education and Library Board \(ELB\)](#)

⁴ DfE use deprecation factors based on location as an indicator of eligibility.

Pre-school children with Special Educational Needs or Disabilities

6. Children aged from 3 to 5 years who appear not to be making progress either generally, or in a specific aspect of learning, may need to have their needs identified formally. Such families may need to register with CEAS in accordance with JSP 820 and single service instructions; in all cases this is recommended, and CEAS will be able to offer further advice to help obtain assessment of a child's needs.

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