



Ministry  
of Defence

# Directorate Children and Young People

Information to support Service Pupils moving between schools

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# Introduction

## Foreword from Mike Cooper – DYCP Director

DCYP Mobility resource

The Directorate Children and Young People is the focal point within the MOD for all issues around Service children and young people. This ranges from providing education to young people overseas in places like Cyprus, Brunei and The Falkland Islands through service Children’s Education schools, to working with schools and local authorities in the UK on education issues as well as developing policy with the MOD for Service children.

Service children are subject to mobility as a result of their parents’ service and there is good evidence to show that this mobility can have an impact on their education. A few years ago we produced two films to guide parents and professionals associated with Service children through the challenges that can be imposed by mobility. However since these films were produced, there have been a number of changes to legislation, MOD policy etc. so that we felt it was time to review the information and refreshed it where necessary.

This resource is aimed at a number of groups: Service families themselves, the welfare staff who support them within their units as well as professionals within schools and local authorities. The aim is to share good practice and open people’s eyes to the opportunities and challenges that exist around Service children.

The government, through the Armed Forces Covenant, has committed itself to minimising the disadvantage that Service families suffer. Through the work of DCYP, and in particular this resource, we are hoping to minimise the impact of mobility on Service children by identifying the issues and then helping to share best practice across the whole community.

Mike Cooper

Director

DCYP

## Actions to be taken by schools when notified that a Service pupil is moving

Current School	Parents	Receiving school	CEAS
HT/designated person completes the PIP and covering letter.			
PIP sent to receiving school.	Parents follow admissions process.	Contact previous school for full school/ SEN records.	
If pupil has SEN, parents advised to register with Children's Education Advisory Service (CEAS), if not already registered. Telephone: +44(0)1980618244 (civ) 94344 8244 (mil) Email: <a href="mailto:DCYP-CEAS-ENQUIRIES@mod.uk">DCYP-CEAS-ENQUIRIES@mod.uk</a>	Parents register their child with CEAS.  <b>NB: This is mandatory for parents in the army AGAI108.</b> <b>All personnel who have children with SEN must register with CEAS on notification of overseas posting, JSP 770.</b>		CEAS registers pupil as having SEN.
If pupil has an EHCP, Statement, Co-ordinated Plan, SCAN or is permanently excluded from school, HT should inform CEAS of the move with parental consent.	Parents contact CEAS for advice if they have difficulties with the admission process.	School considers what reasonable adjustments are necessary in order to meet the pupil's needs	CEAS provide advice to parents about admissions and will support parent if they need to appeal. For pupils with SEN, they will liaise with the SEN department the LA to help secure appropriate provision.
	If no school place offered by school to which application is made, parent will need to decide whether to appeal or to identify an alternative school and then make a new application.	School decides whether it is able to offer a place.	
Designated person plans the pupil's transition.		Designated person plans the pupil's induction into the new school.	

Full records sent to receiving school.		If full records not received contact previous school.	CEAS available to provide advice and support if parents have any concerns of their children's education.
	Ensure your child is registered as a Service pupil.	Pupil recorded as a Service pupil as annual data.	
If HT is concerned that the child may be missing from education, notify CEAS.		If child does not register and HT is concerned that the child may be missing from education, notify CEAS.	

# Pupil Information Profile (PIP)

## Covering letter

(School header to be inserted)

### TRANSFER OF PUPIL RECORDS

#### Dear Headteacher

Pupil's name: \_\_\_\_\_ DOB. \_\_\_\_\_

#### **\*Please delete as appropriate:**

The above child/young person attends \_\_\_\_\_ (insert name of school).

#### **OR**

The above child/young person attended \_\_\_\_\_ (insert name of school)  
until \_\_\_ / \_\_\_ / \_\_\_\_.

The school contact details are as follows:

Address:	
Tel. no:	
Email:	
SENCO:	

Please find attached the Pupil Information Profile (PIP) which gives a brief outline of the Pupil's progress and provision currently in place.

We await contact from you in order for the S2S Common Transfer File and the child/young person's file to be forwarded.

**Yours sincerely**

**Headteacher/SENCO**

## Pupil Information Profile (Service Children)

The Pupil Information Profile contains core information that supports a young person's future learning as s/he moves to a new school. It also signposts the receiving school to any further additional, significant information about the young person.

<b>A Personal details</b>					
<b>UPN:</b>	England/Wales:	N Ireland:	PIN: Scotland:		
Surname:		First name(s):			
Gender:	Date of Birth:	Year Group:			
Siblings (Number and Ages):		Attendance: Cause for concern? If yes, why?			
Language spoken at home:		Ethnicity:	Religion:		
Previous schools attended with dates (1 – Current school):					
1.		4.			
2.		5.			
3.		6.			
<b>B Persons with parental responsibility</b>					
Name:		Address:		Relation to Learner:	
				Army/RN/RM/RAF/TA (Unit if known)	
<b>ALERT</b> Key contact – Name & Number:					
<b>C Brief description of any significant health/medical/care issues</b>					
<b>D Key Document(s)</b>					
<b>E Agency Involvement</b>					
<b>Current/Recent/Significant Past</b>	<b>LA Agency:</b>	<b>Service Agency:</b>	<b>Contact name:</b>	<b>Contact No:</b>	
<b>F Health &amp; Wellbeing Profile</b>					
How has the learner reacted to moving school in the past/now, parental deployment and/or other significant events?					

<b>G Learning Profile</b>		
	<b>Always/Mostly/Sometimes</b>	<b>Achievements / Out of School interests</b>
Motivated and enthusiastic to learn		
Works co-operatively with others		
Understands thoughts & feelings of others		
Exercises self-control		
Organises own learning		
Solves problems and takes decisions		
<b>H Parental Partnership in Supporting Learning</b>		<b>J Learner Voice</b>
<b>K Identified Learning Needs:</b>		<b>L Interventions and their impact – Current/Recent/Significant Past</b>

<b>M Assessment information: Current performance – against national age-related expectations</b>	<b>Well Above/Above/At/Below/Well Below</b>	<b>N Key Strengths &amp; Development Needs</b>
Reading		
Writing		
Mathematics		

**P Assessment Information:**  
**Most recent teacher assessments/Most recent statutory assessment results and/or Standardised test scores**

<b>Q Assessment Information: Next Learning Steps</b>		<b>Current rate of progress (Better than/Expected/Less than)</b>
Reading		
Writing		
Mathematics		

<b>Date:</b>		<b>Completed by:</b>		<b>Role in School:</b>	
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# **PIP Guidance Notes**

## **A Personal Details**

### **Attendance**

Please identify Y/N for any cause for concern. If yes, please add a brief note indicating why there is concern. The service context may influence attendance patterns but this, in itself, may not be a cause for concern.

<b>Ethnicity</b>	<b>Religion</b>
White – British	Buddhist
White – Irish	Christian
White – Polish	Hindu
White – Gypsy, Traveller or Irish Traveller	Jewish
Asian or Asian British – Indian	Muslim
Asian or Asian British – Pakistani	No religion
Asian or Asian British – Bangladeshi	Other
Asian or Asian British – Nepali	Prefer not to say
Mixed – White and Black Caribbean	Sikh
Mixed – White and Black African	
Mixed – White and Asian	
Black or Black British – Caribbean	
Black or Black British – African	
Other ethnicity – Chinese	
Other ethnicity – Arab	
Other ethnic background	

### **Previous school attended**

Many service children experience regular school moves. Please indicate the current school as 1 and then list all previous schools, with dates, in chronological order if possible.

## **B Persons with parental responsibility**

Please identify all adults with parental/carer responsibility. Please provide Service and Unit details, if known, for any persons with parental/carer responsibility currently serving in the Armed Forces/Reserve Forces.

**Alert**

Please colour the box RED if there is anything in the learners background that the receiving school must be aware of, e.g. subject to Statement of Special Educational Needs, Child Protection issues, court order, etc. Please give contact name and number of person to contact for further information.

**C Brief description of any significant health/medical/care issues**

Please identify any issues not flagged up in the ALERT section, e.g. sensory impairment, existence of Health Care Plan, etc.

**D Key Document(s)**

Please identify any key documents that support this learner.

**E Agency Involvement – Current/Recent/Significant Past**

Please identify any current/recent/significant past agency involvement with contact name and number, e.g. CAMHS, CAF etc.

<b>LA Agency</b>	<b>Service Agency</b>
<ul style="list-style-type: none"><li>• Education Psychology</li><li>• Learning Behaviour Support</li><li>• Autism Support</li><li>• Community Paediatrics</li><li>• School Attendance Support</li><li>• Physiotherapy</li><li>• Speech Language</li><li>• CAMHS</li><li>• Alcohol and Substance Misuse</li><li>• Portage Service</li><li>• Youth Justice</li><li>• Support for excluded pupils</li><li>• Youth Support Service</li><li>• Social care</li></ul>	<ul style="list-style-type: none"><li>• CEAS: Children’s Education Advisory Service</li><li>• SCE: Service Children’s Education</li><li>• SSAFA: Soldiers’, Sailors’ and Airmen’s Families Association</li><li>• AWS: Army Welfare Service</li><li>• NPFS/RMW: Naval Personnel and Families Services / Royal Marines Welfare</li><li>• RAF Community Support: Royal Air Force Community Support</li></ul>

**F Health & Wellbeing Profile**

Please identify how the learner has responded to any parental deployments, school transfers etc.

**G Learning Profile**

Please identify the learner's disposition to learning against each of the elements. Brief notes about any specific achievements and out of school interests maybe completed by the learner, parent/carer and/or relevant others.

**H Parental Partnership in Supporting Learning**

Parent/carers are invited to comment in this section.

**J Learner Voice**

The learner can be invited to make a comment here about his/her experiences of school to date.

**K Identified Learning Needs**

Please detail any significant interventions and the impact they have had on overcoming the learner's barriers to successful learning.

**L Interventions and their impact – Current/Recent/Significant Past**

Please identify any areas of particular strength and/or development needs in relation to the curriculum.

**M Assessment information: Current performance – against national age-related expectations**

Please provide the latest assessment information that relates to your assessment system. This should include the most recent assessments made by the teacher(s) and the last national test scores/levels (if appropriate). Please include any standardised test scores if appropriate.

**N Key Strengths & Development Needs**

Please identify the learner's immediate targets in Reading, Writing and Mathematics, together with an indication of the current rate of progress in each of these areas.

**P Assessment Information: Most recent teacher assessments/Most recent statutory assessment results and/or Standardised test scores**

Please detail any specific factors that are challenges to successful learning, e.g. Attention Deficit Disorder (ADD), Emotional Needs, ASD, Social Emotional Behavioural Difficulties etc.

**Q Assessment Information: Next Learning Steps**

Please identify where the learner is currently performing in relation to your system's age related expectations in Reading, Writing and Mathematics.

# Frequently Asked Questions

## 1. Is the education system the same in all parts of the UK?

No, there are differences in each part of the UK; e.g. the year groupings are different in Scotland and Northern Ireland from England and Wales. Website links to each region of the UK are provided at the end of this section. The terminology used in FAQs is based on the English system.

## 2. I don't know anything about the area I am moving to, how do I find a school?

Once you know which area you are posted to you can look on the local authority's website where you will find information on all the maintained schools in that area. The websites for all local authorities across the UK can be found on:

[www.schoolswebdirectory.co.uk/localauthorities.php](http://www.schoolswebdirectory.co.uk/localauthorities.php)

Further information on schools can be found at: [www.schoolsnet.com](http://www.schoolsnet.com) and [www.findmyschool.co.uk](http://www.findmyschool.co.uk)

Information about Army, RAF and RN bases, which often includes information about the local schools, can be found at:

<http://forces.2day.ws/section/GarrisonStationBaseGateways/>

## 3. How do I make an application for a school place?

The local authority websites will have information about the schools' admission process. It may also be useful to check an individual school's website as they often include admission information.

All applications will require completion of a form; if you are moving during a school year this is usually known as an 'In-Year Admissions Form' which can also be found on the local authority website. The type of school and who is managing the admissions process will determine whether you send the application form to the local authority or the school. **CHECK THE LOCAL AUTHORITY WEBSITE.**

## 4. Do I need to speak directly to the schools?

You may wish to ring the schools in the area to find out more about them or to see if places are available. It may also be useful to look on their websites to find out more information.

## 5. Is it true that I need my quarter address before I can apply?

You need an address in the local area otherwise you cannot be allocated a school place, however, for Service families the local authority must accept your unit address if you do not yet have your quartering address.

**6. Will the local authority allocate a place just from an assignment order?**

Yes, the local authority can process an application from an assignment order or an official letter confirming your move to the area as long as you have a unit address; however, this can be problematic if there are a number of quarters in different locations. If you use the unit address on your application then the schools you state as your preferences are likely to be the closest ones to that address but you could then be allocated a quarter that is some distance away from the school. If the area you are moving to has only one location for quarters then this is not a problem as you can use the postcode for these quarters to determine the nearest schools in order to make your application.

**7. What happens if we are due to move into our own home?**

As you will already have an address in the local authority you will be able to submit an application following the local authority guidelines. You may need to supply an official letter from your unit giving the date of your posting to support your application.

**8. My child has special educational needs; will this affect our choice of school?**

If your child's needs are currently being met in a mainstream school then this should not affect your choice of schools in your new area. Local authorities have a duty to place children with special needs in the parents' preferred choice of school unless that school is unable to meet their needs. Contact Children's Education Advisory Service (CEAS) for further advice.

**9. Do I need to inform CEAS if my child has special educational needs and we are moving?**

If you are in the army and your child has special educational needs or a disability (SEND), it is a requirement of AGAI 108 that you must register your child with CEAS. Under JSP 770 all service personnel who are posted overseas must register children with SEND with CEAS. An MOD Assessment of Supportability Overseas (MASO) will be conducted before an overseas posting is finalised.

**10. Do I need to mention that my child has SEN when I make my application?**

If your child receives SEN support you do not need to identify this at the point of making your application. This information cannot be used in determining the offer of a school place as all schools should be able to meet the needs of children who require SEN support. Once you have secured a school place this will be part of the information that is forwarded to the new school and you may wish to talk to them about your child's needs in order for them to plan for their admission.

If your child has an Education Health and Care Plan (EHCP), a Statement of Special Educational Needs, a Coordinated Plan or Service Children's Assessment of Need (SCAN), the admissions procedure is different and needs to go through the SEND Team rather than the Admissions Team. CEAS will be able to provide further advice about this.

**11. Why is the admissions procedure different if my child has an EHCP, a Statement of Special Educational Needs, a Coordinated Plan or Service Children's Assessment of Need (SCAN)?**

EHCPs, Statement and Coordinated Plans are statutory documents which a local authority is responsible for maintaining; admission to a school is made by the local authority naming a school in the document. A copy of the Plan and the appendices or annual review documents need to be sent to the SEN Team in the local authority for them to determine the most appropriate provision. They will also consult with the proposed school and send copies of the documents. You still have the right to state a preference for a school and the local authority has a responsibility to name that school if it can meet your child's needs as set out in the statutory plan. Most children with statutory plans have their needs met in their local mainstream school. If your child has a statutory plan, please contact CEAS who will help and support you through this process.

The Code of Practice on SEN directs local authorities to use SCE SCANs in the same way as statutory plans.

**12. We are posted back to the UK and my children currently attend an SCE school, what is the first thing I need to do?**

For all serving military personnel, civilians and contractors it is important that you inform your child's current school of your posting date as soon as possible to enable them to prepare the documentation to be forwarded to your child's new school.

If your child receives SEN support or has a Service Children's Assessment of Need (SCAN) you should register with CEAS as required by JSP 820 and JSP770.

**13. Is the admissions process the same for primary and secondary schools?**

Yes, it is the same for both primary and secondary applications. If your child is going to start GCSE or A level courses then you should contact the school directly to see if they can offer similar courses and whether a place is available.

**14. My child is due to leave primary school and start secondary school and I have missed the October deadline for secondary applications, what can I do?**

You must still make an application for a school place using the 'In-Year Admissions form' but it will be treated as a late application. This means that your application will only be considered after all those applications that were received by 31 October have been allocated a school place. Contact CEAS who will be able to explain to you what you need to do.

**15. My child is due to start school in Reception (FS2) and I don't know the process?**

The application process is the same as applications for other year groups and can be found on the local authority websites. The only difference is that all local authorities operate a Co-ordinated Admissions Scheme which means applications for entry into school (Reception/FS2) are made at the same time (by 15 January) in all authorities and offers of placements are also sent out to parents on the same date (16 April).

If the deadline for applications has already passed prior to your posting date, you still need to make an application using the 'In-Year' application form but it will be treated as a late application.

Please be aware that if your child attends a nursery attached to a school they do not automatically transfer to the Reception class; you will be required to make an application. In addition, your child is not guaranteed a place at the school because s/he has attended the nursery.

**16. What is the process if my child is due to move school in the middle of a term?**

Regardless of what time of the year you are moving the process remains the same and you need to look at the local authority website for information on making your application.

**17. Are we able to visit schools, even if they say they are full?**

Yes, you should be able to organise a visit to a school even though the school say they are oversubscribed, although they may try to discourage you. Most schools now have their own website and sometimes 'virtual tours, which you can access online.

**18. Will we be financially compensated if we visit schools?**

Unfortunately not, if you wish to visit schools this will be your own decision and therefore at your own expense.

**19. What happens if we are refused a place at the school we put as our first preference?**

If you are applying to a local authority you will usually have to put three schools on the application form. If there is a place available at your first preference then the local authority have to allocate it to your child. If there is not a place available then they will refer to your second preferred school and so on. If there are no places available at any of the schools you have identified the local authority will write to you with an allocated place at a school where a place is available. They will also include information on your right of appeal to this decision.

**20. What is an appeal?**

You have a right of appeal to the decision made by the local authority not to allocate a place at your preferred school. The appeal is heard by an independent panel and can override the decision made by the local authority.

**21. Why do I need to appeal?**

If you wish to challenge the local authority's decision not to allocate a place at your preferred school you will need to do this through the appeals system. You will have to submit a case as to why you believe the school is the most appropriate one for your child and attend an appeal hearing. You should be aware however, that there are extremely limited grounds for appeals for Reception and KS1 places due to infant class size legislation. CEAS can provide information and support in preparing an appeal.

**22. Is the appeal process the same for primary and secondary places?**

Yes, the appeal process is the same whether you are appealing for a primary school place or a secondary school place. You will be sent information from the local authority on how to lodge an appeal.

**23. What happens if I can't get my children into the same school?**

This is a difficult situation but unfortunately it does occur when schools are full. Firstly, you can put your child's name on the waiting list for your preferred school. You can also lodge an appeal for the school of your choice/where your other child has been offered a place but there is no guarantee that the appeal will be successful. Alternatively, you may want to ask the local authority if there is a school that has places available for both/all your children even if this is further away from your home. Ultimately, it may be that your children will have to attend different schools until a place becomes available at your preferred school. You should however be aware that if your child is on a waiting list places are allocated according to criteria, not how long you have been on the list or whether you are at the top of the list.

**24. Who can help me with my application for a school place or an appeal?**

The Children's Education Advisory Service (CEAS) based in Upavon can provide advice and support about all aspects of this process. You can contact them by email on [DCYP-CEAS-ENQUIRIES@mod.uk](mailto:DCYP-CEAS-ENQUIRIES@mod.uk) or by phone on +44(0)1980618244(civ) or 94344 8244(mil).

**25. Will transport to school be provided for my child?**

If you express a preference for a school outside your catchment area you may have to pay for transport costs.

**26. Is the admission process the same if I am posted overseas?**

There are different processes to follow depending on the location you are posted and the details for these are given in the next section.

**27. Why should I let the new school know that my child is a Service child?**

The new school will have an obligation under the Armed Forces Covenant to ensure that your child does not suffer any disadvantages as a Service child. In some areas in the UK, the school will receive additional funding to assist them in meeting this obligation. In addition, the school may also be able to bid for other government funds to provide additional support.

## Further Information

- **CEAS**  
[www.gov.uk/guidance/childrens-education-advisory-service#moving-schools](http://www.gov.uk/guidance/childrens-education-advisory-service#moving-schools)
- **Army Families Federation**  
[www.aff.org.uk/army\\_family\\_life/education\\_childcare/index.htm](http://www.aff.org.uk/army_family_life/education_childcare/index.htm)
- **Royal Air Force Families Federation**  
[www.raf-ff.org.uk](http://www.raf-ff.org.uk)
- **Naval Families Federation**  
[www.royalnavy.mod.uk/welfare/welfare-teams/naval-families-federation](http://www.royalnavy.mod.uk/welfare/welfare-teams/naval-families-federation)
- **English school and local authority inspections**  
[www.ofsted.gov.uk/inspection-reports/find-inspection-report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report)

### **School performance and admissions:**

- **England**  
[www.education.gov.uk/schools/performance](http://www.education.gov.uk/schools/performance)  
[www.gov.uk/schools-admissions/admissions-criteria](http://www.gov.uk/schools-admissions/admissions-criteria)
- **Wales**  
<http://gov.wales/docs/dcells/publications/150305-school-admissions-faq-en.pdf>  
<http://mylocalschool.wales.gov.uk/>
- **Scotland**  
[www.educationscotland.gov.uk/parentzone/myschool/index.asp](http://www.educationscotland.gov.uk/parentzone/myschool/index.asp)  
[www.educationscotland.gov.uk/inspectionandreview/reports/school/index.asp](http://www.educationscotland.gov.uk/inspectionandreview/reports/school/index.asp)
- **Northern Ireland**  
[www.etini.gov.uk/quick-links-parents.htm](http://www.etini.gov.uk/quick-links-parents.htm)  
[www.nidirect.gov.uk/applying-for-a-school-place](http://www.nidirect.gov.uk/applying-for-a-school-place)

# Finding a School Overseas

The following text and flowchart explains the education component of the overseas supportability process outlined in Chapter 2A of JSP770. In all situations the policies in JSP 770 take priority.

## Information for Parent

If you are posted overseas, finding schooling for your children will be one of your immediate priorities. The purpose of this leaflet, and the flowchart which accompanies it, is to explain the procedures to follow to secure a school place as well as the steps to be followed if your child has special educational needs.

### Areas without SCE schools

The local educational provision and protocols are different in each location. You should contact CEAS as soon as possible and the team will be able to advise you about the procedure for your location. You will be asked to complete a parental declaration form for each of your children.

### Areas with SCE schools

Location	Foundation stage	Primary	Secondary
Germany (exc Ramstein)	Yes	Yes	Yes
Ramstein	Yes	Yes	
Cyprus WSBA and ESBA	Yes	Yes	Yes
Brunei	Yes	Yes	
Naples	Yes	Yes	
The Falklands	Yes	Yes	
Afnorth	Yes	Yes	
Shape	Yes	Yes	
Gibraltar	Yes		

If you are posted to an area with an SCE school you should contact the school immediately to let them know about your posting. There is a list of SCE schools and their websites at <https://www.gov.uk/government/publications/sce-school-websites>

### The SCE school will ask you to do two things:

- complete the SCE admissions form
- ask your child's school to complete the Pupil Information Profile (PIP)

**You should send this information to the SCE school as soon as possible.** The SCE school will look at this information and either:

- issue you with an educational clearance certificate which you should send to Families Section of the Movements Support Section (MSS)
- or decide that they need additional information from your current school and they will ask your permission to seek this.

**In most cases, this additional information will enable the SCE school to issue an educational clearance certificate.** However if after gathering the additional information, it appears that your child requires support from health or social care or that (s)he has complex educational needs, the SCE school will request an MOD Assessment of Supportability Overseas (MASO).

The MASO process is explained fully in a separate leaflet, **but you should be aware that this process can take up to 8 weeks.**

If all essential resources are not available overseas, you will be advised that your child's needs cannot be met.

### **What do I do with my educational clearance certificate?**

You must follow the process outlined in Chapter 2A of JSP 770 which requires that when you receive your educational clearance certificate you should send this to the Families Section of the Movement Support services along with your Annex A signed by your CoC.

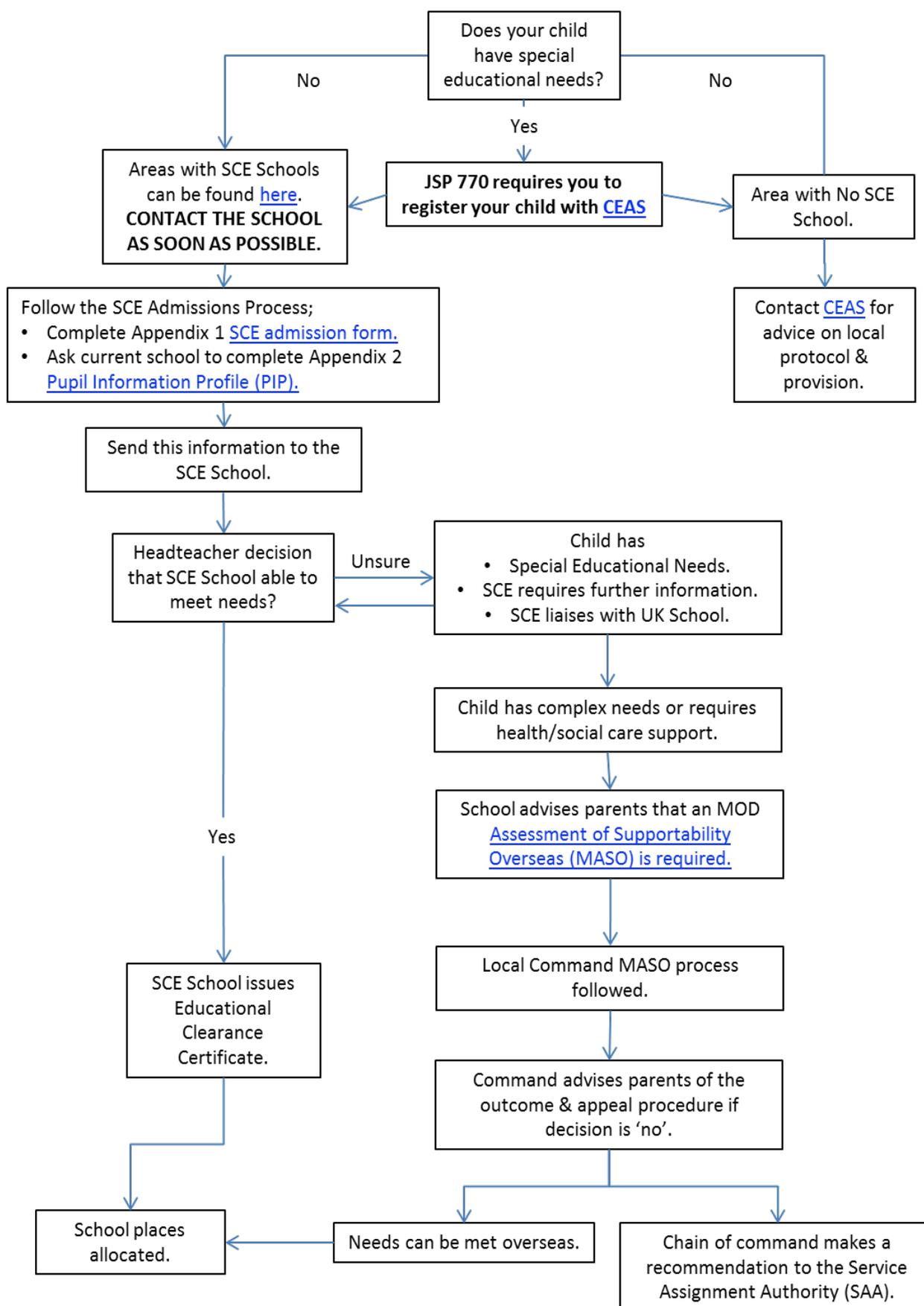
### **Pupils with special educational needs or disabilities (SEND)**

It is mandatory for you to register a child with SEND with CEAS before taking up an overseas posting. The criteria and purpose of registration are explained at [www.gov.uk/guidance/childrens-education-advisory-service](http://www.gov.uk/guidance/childrens-education-advisory-service).

### **Timescale for getting educational clearance**

Requests for school placements will be processed as quickly as possible but during school holidays it can take longer for information to be gathered and shared so it is important to begin this process as soon as you hear about your posting. If your child requires a MASO, this can take up to 8 weeks.

## Finding a School Place Overseas Information for Parents



## UK Year Groupings

Age	England & Wales	Scotland	Northern Ireland
3	<b>Early Years Foundation Stage (EYFS)</b> 15 hours entitlement from term following 3 <sup>rd</sup> birthday	Nursery (non-compulsory)	Nursery (non-compulsory)
4-5	<b>Key Stage 1 - Primary</b> Reception class	<b>Primary</b> P1	<b>Key Stage 1 - Primary</b> Year 1
5-6	Year 1	P2	Year 2
6-7	Year 2	P3	Year 3
7-8	<b>Key Stage 2</b> Year 3	P4	<b>Key Stage 2</b> Year 4
8-9	Year 4	P5	Year 5
9-10	Year 5	P6	Year 6
10-11	Year 6	P7	Year 7
11-12	<b>Key Stage 3 - Secondary</b> Year 7	<b>Secondary</b> S1	<b>Key Stage 3 - Secondary</b> Year 8
12-13	Year 8	S2	Year 9
13-14	Year 9	S3	Year 10
14-15	<b>Key Stage 4</b> Year 10	S4	<b>Key Stage 4</b> Year 11
15-16	Year 11	S5	Year 12
16-17	Year 12 (Lower Sixth)	S6	Year 13
17-18	Year 13 (Upper Sixth)		Year 14