



A · D · E · S

Association of Directors of Education in Scotland

# LEADING EDUCATION FOR ARMED FORCES CHILDREN

AUGUST 2018

**T**here are a significant number of pupils from Armed Forces families in local authorities in Scotland. Twelve local authorities have Armed Forces accommodation in their school catchment areas. Children and young people of Armed Forces families can experience high levels of anxiety for long periods of time during the deployment of their parents in combat zones, and experience shows that this has a considerable impact on their learning in particular in literacy and numeracy. Postings can also lead to interrupted learning for children on varying levels of frequency.

The Reviewing Our Commitments Document [Scottish Government 2016] states:

**“ Children and young people from Service families may, at times, face challenges and need extra support to make the most of their learning and to overcome obstacles in accessing the curriculum. Support is therefore required for children and their families before, during and after the transition.**

Support is also required for new Headteachers and staff who work in schools with Armed Forces bases and housing as part of their catchment area.

## Overview

The following guidance is a National Document which gives peer advice and guidance to Headteachers who have children and young people from Armed Forces families attending their schools.

This guidance has evolved from a forum of Headteachers and other professionals in Dundee, March 2018.

**Headteachers will normally follow the same school, local authority and national policies for Armed Forces Children as they follow for all children but there will be some notable differences for Armed Forces children.**

It is expected that the following guidance will assist Headteachers who have Armed Forces children in their schools.

The **Key Themes** below which are covered in this guidance are those identified by the Forum of headteachers and other professionals in March 2018.

- 1. Communication**
- 2. Transitions**
- 3. Systems**
- 4. Wellbeing**
- 5. Leadership**

# 1. Communication

Effective communication with Armed Forces, school staff, families, school networks, local authorities, National Transition Officer, Education Scotland and Scottish Government are all vital to the wellbeing, progress and attainment of the children and young people from Armed Forces families attending Scottish schools.

The following are suggested good practice in communication with the different groups or individuals:

## Armed Forces

- A database/list of all the relevant contact numbers for the Armed Forces bases in the catchment areas.
- Headteachers or their Deputies meet with their Armed Forces contacts on a regular basis to share with them the school calendar and discuss deployments and postings which might impinge on the health and wellbeing of the Armed Forces children and also the school year calendar.
- Sharing information about events in school with the HIVE information centres in the local area would be helpful.
- An Armed Forces representative should be invited to participate in a cluster planning session and be a co-opted member of the Parent Council.

**The following links will help identify contacts and telephone numbers:**

### Army Welfare Service – Hive Information Service – Scotland

[edinburghhive.blogspot.co.uk/](http://edinburghhive.blogspot.co.uk/)  
[kinlosshive.blogspot.co.uk/](http://kinlosshive.blogspot.co.uk/)  
[leucharshive.blogspot.co.uk/](http://leucharshive.blogspot.co.uk/)

Leuchars Hive: (email) [leucharshive@armymail.mod.uk](mailto:leucharshive@armymail.mod.uk) / (telephone) 01334 857649  
Opening hours: Mon-Thu 0800 – 1600 hrs and Fri 0800 – 1530 hrs

### Naval Welfare Service based at Clyde [Faslane] and Helensburgh

[www.royalnavy.mod.uk/welfare/find-help/welfare-information-support/information-centres/clyde](http://www.royalnavy.mod.uk/welfare/find-help/welfare-information-support/information-centres/clyde)  
[www.royalnavy.mod.uk/welfare/find-help/welfare-information-support/information-centres/helensburgh](http://www.royalnavy.mod.uk/welfare/find-help/welfare-information-support/information-centres/helensburgh)

### RAF Hive Information Service – Lossiemouth and Elgin

[www.raf.mod.uk/our-organisation/stations/raf-lossiemouth/facilities](http://www.raf.mod.uk/our-organisation/stations/raf-lossiemouth/facilities)

## Families

Families will be anxious about a school move, especially when coming from another education system. The following are examples of good practice in supporting communication and interaction with families:

- **A school website which details**
  - a] School contacts – who/how to contact
  - b] Staff roles – organisation chart [pictures]
  - c] Curriculum
  - d] Qualifications
  - e] Parental engagement
  - f] School expectations, e.g. restorative approaches
  - g] Communications with the school, e.g. SEEMiS text messages, Facebook, Twitter, newsletters.
- **A Welcome Booklet for families also identifying links to the community**

Argyll and Bute has a welcome pack for Armed Forces families on its website.  
[www.argyll-bute.gov.uk/sites/default/files/welcome\\_pack\\_for\\_service\\_families\\_in\\_helensburgh\\_and\\_lomond.pdf](http://www.argyll-bute.gov.uk/sites/default/files/welcome_pack_for_service_families_in_helensburgh_and_lomond.pdf)
- Curriculum leaflets
- Tours of the school
- An invitation to a special Parent Council welcome event
- Pre visits to meet the families if there is a large scale transfer. This would be organised in conjunction with the Armed Forces.

## School Networks

- Linking to other schools with Armed Forces pupils can be by means of online or physical networks
- There may be school staff who are linked to Armed Forces who can support communications
- There are examples of Armed Forces cluster networks in the following local authorities – Midlothian, Edinburgh and Highland.

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## Local Authority

- There are 12 local authorities and 77 schools in Scotland who have catchment areas containing Armed Forces families' accommodation
- The local authority will have an Armed Forces champion and there will be an Education Officer or Quality Improvement Officer who is the link to the local authority for Armed Forces pupils. [www.veteransscotland.co.uk](http://www.veteransscotland.co.uk) gives the names of Armed Forces champions in local authorities and other agencies
- All local authority websites have differing types of information, some specifically mentioning Armed Forces Children or Covenants and some subsume all information into Getting It Right For all Children
- Local authority contacts websites in the 12 local authorities with Armed Forces bases are as follows:

### Angus Council

[www.angus.gov.uk/schools\\_and\\_young\\_people/additional\\_support\\_needs/service\\_families](http://www.angus.gov.uk/schools_and_young_people/additional_support_needs/service_families)

### Argyll and Bute

[www.argyll-bute.gov.uk/armed-forces](http://www.argyll-bute.gov.uk/armed-forces)

### Edinburgh

[www.edinburgh.gov.uk/info/20203/funding\\_opportunities/625/armed\\_forces\\_fund/1](http://www.edinburgh.gov.uk/info/20203/funding_opportunities/625/armed_forces_fund/1)

### Fife

[www.fifedirect.org.uk/topics/index.cfm?fuseaction=page.display&p2sid=B837517D-B89F-2A3F-B3F20D679A364219](http://www.fifedirect.org.uk/topics/index.cfm?fuseaction=page.display&p2sid=B837517D-B89F-2A3F-B3F20D679A364219)

### Glasgow

[www.glasgow.gov.uk/index.aspx?articleid=21311](http://www.glasgow.gov.uk/index.aspx?articleid=21311)

### Highland

[www.highland.gov.uk/directory\\_record/196469/armed\\_forces\\_covenant\\_fund/category/155/grants\\_for\\_community\\_groups](http://www.highland.gov.uk/directory_record/196469/armed_forces_covenant_fund/category/155/grants_for_community_groups)

### Midlothian

[www.midlothian.gov.uk/download/downloads/id/1591/midlothian\\_community\\_covenant\\_action\\_plan\\_v2016.pdf](http://www.midlothian.gov.uk/download/downloads/id/1591/midlothian_community_covenant_action_plan_v2016.pdf)

### Moray

[www.moray.gov.uk/moray\\_standard/page\\_100164.html](http://www.moray.gov.uk/moray_standard/page_100164.html)

### Perth

[www.pkc.gov.uk](http://www.pkc.gov.uk)

### South Ayrshire

[www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk)

### Stirling

[my.stirling.gov.uk/services/community-life-and-leisure/community-advice/advice-\\_and\\_-\\_support-for-the-armed-forces](http://my.stirling.gov.uk/services/community-life-and-leisure/community-advice/advice-_and_-_support-for-the-armed-forces)

### Western Isles

[www.cne-siar.gov.uk](http://www.cne-siar.gov.uk)

## KEY THEMES

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### National Transitions Officer

- The ADES National Transitions Officer [NTO] is the key national contact for all Armed Forces Families queries
- The NTO works with the following partners – Scottish local authorities, their schools, Children’s Services, third sector, and Armed Forces services
- The aim of the NTO post is to ensure the equity of educational provision and continuous improvements in the learning experiences and educational outcomes for the children of Armed Forces families.

**(Email) [nationaltransitionsofficerades@gmail.com](mailto:nationaltransitionsofficerades@gmail.com) (mobile) 07931 565961**  
**[www.forceschildreducation.scot](http://www.forceschildreducation.scot)**

### Education Scotland

- The national self-evaluation tool How Good is Our School 4 now includes specific quality indicators on Transitions and Ensuring Wellbeing, Equality and Inclusion, which are effective in supporting children from Armed Forces families.  
**[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK2\\_NIHeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)**

### Scottish Government

- The Scottish Government is committed to supporting children and young people from Armed Forces families
- A Scottish Service Children Strategy Group (SSCSG) guides and engages in work around supporting children from Armed Forces families in Scotland
- The SSCSG is chaired by the Scottish Government with representation from the Ministry of Defence's Directorate of Children and Young People (DCYP), Ministry of Defence in Scotland, the voluntary sector (RCET – Royal Caledonian Education Trust), Education Scotland, and ADES including the National Transitions Officer
- The RAF and Navy have recently been invited to join the above group, in addition to the existing Army representatives  
**[www.gov.scot/Publications/2017/11/3760/6](http://www.gov.scot/Publications/2017/11/3760/6)**
- The Scottish Government has added an explicit reference to children from Service families and barriers to learning in the revised Additional Support for Learning (ASL) Code of Practice  
**[www.gov.scot/Publications/2017/12/9598/3](http://www.gov.scot/Publications/2017/12/9598/3)**

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## 2. Transitions

- Support with transitions is paramount in ensuring that each child and young person maximises their potential in each education setting
- Communication is the key to an effective transition with the three main priorities being:
  - a) Informing parents about the school
  - b) Teachers being informed about children's development and attainment
  - c) Sharing past experiences.

**The following are examples of good practice in supporting the transition process for pupils and their families:**

### Into school

- Create a written Transition Policy [see National Transitions Guidance for Armed Forces Children\*]
- Ensure completion of a transition checklist [see examples Appendices 1 and 2]
- Update SEEMiS to reflect MOD children
- Arrange Admission meeting[s]
  - a) Gather information about the learner journey to date [curriculum, pupil support, languages, topic coverage, certificates/qualifications already obtained]
  - b) Share information and school expectations – welcome booklet, ASN and Inclusion information, school policies.
- Find out resources available to you [Benevolent Funds, Welfare, SSAFA, RCET, local Befrienders groups].

**Below are links to relevant organisations and resources:**

**SSAFA** is an Armed Forces Charity which provides lifelong support to anyone who is currently serving or has ever served in the Royal Navy, the Royal Marines, the British Army or the Royal Air Force.

[www.ssafa.org.uk/help-you](http://www.ssafa.org.uk/help-you)

**Royal Caledonian Education Trust (RCET) resources**

[www.rcet.org.uk/help/we-help-teaching](http://www.rcet.org.uk/help/we-help-teaching)

**CEAS** are part of the **MOD's Directorate Children and Young People (DCYP)** and are a small dedicated team, who are experienced in advising service parents on a wide range of issues regarding the education of service children in the UK and overseas.

**(Email) [dcyp-ceas-enquiries@mod.gov.uk](mailto:dcyp-ceas-enquiries@mod.gov.uk)**

# KEY THEMES

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## Within school

- a) Normal school transition between classes ensuring staff are briefed on all information from the initial transition meetings.

## To tertiary education

- a) Normal school transitions if in the same area however if moving to another area there should be a link to the receiving area colleges.

## To another school

- a) Make contact as early as possible with the receiving school [speak to member of staff there]
- b) Complete transfer records including pupils and parents in this process
- c) Send records to the receiving schools
- d) Ensure the pupil enrolls in the receiving school if not use your local authority Children Missing From Education procedures.

**The National Transitions Guidance** \*is one of a set of advice and guidelines from the Getting it Right for Forces Families section of the ADES Forces Children's Education website.

**[www.forceschildrenseducation.scot](http://www.forceschildrenseducation.scot)**



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## 3. Systems

Differences in National Education Systems are often seen as challenges by families and schools. The key areas below should help support understanding.

### Curriculum/Qualifications

- a) Ensure Families are made aware of the curriculum e.g. school information leaflets, National Parent Forum Nutshells, curriculum evenings
- b) The national curriculum in Scotland, England, Wales and Northern Ireland can be viewed at the links below
- c) Ensure Families have an awareness of the Senior Phase particularly the number of subjects.
- d) Provide information re courses/pathways e.g. Foundation Apprenticeships, College/University, Link to Skills Development Scotland
- e) The Ministry of Defence – Directorate Children and Young People (DCYP) have published an introductory guide to education in Scotland for families which gives a very useful outline of education in Scotland.

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/606820/DCYP\\_Education\\_in\\_Scotland\\_2.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/606820/DCYP_Education_in_Scotland_2.pdf)

### National guidance:

#### Early Learning and Childcare Scotland

[education.gov.scot/scottish-education-system/Early%20learning%20and%20childcare%20\(ELC\)](http://education.gov.scot/scottish-education-system/Early%20learning%20and%20childcare%20(ELC))

#### Broad General Education Scotland

[education.gov.scot/scottish-education-system/Broad%20general%20education](http://education.gov.scot/scottish-education-system/Broad%20general%20education)

#### Senior Phase Scotland

[education.gov.scot/scottish-education-system/senior-phase-and-beyond/Senior%20phase](http://education.gov.scot/scottish-education-system/senior-phase-and-beyond/Senior%20phase)

#### National Curriculum Key Stages England

[www.gov.uk/national-curriculum](http://www.gov.uk/national-curriculum)

#### National Curriculum Wales

[learning.gov.wales/resources/improvementareas/curriculum/?lang=en](http://learning.gov.wales/resources/improvementareas/curriculum/?lang=en)

#### National Curriculum Northern Ireland

[ccea.org.uk/curriculum](http://ccea.org.uk/curriculum)

### Placements

- a) Ensure an awareness of ages and stages on transfer from one education system to another
- a) Admissions Guidance for local authorities and families is available on the ADES Forces Children's Education website: [www.forceschildrenseducation.scot](http://www.forceschildrenseducation.scot)

### 4. Wellbeing

- Good health and wellbeing is essential for successful learning and happy lives for children and young people
- Many Armed Forces children and young people will benefit from increased support in this area due to their frequent moves and higher anxiety levels when parents are deployed in war zones
- The Scottish Government Publication 2013 *Better Relationships, Better Learning, Better Behaviour* guidance notes that there is a positive impact in schools where there is a focus on social and emotional well being and an ethos of mutual respect and trust
- Understanding children’s feelings, motivation and needs is key in supporting their emotional and social development and maintaining mutual respect and better relationships
- The importance of partnership working with parents and carers is crucial to ensure positive relationships are maintained which in turn support higher standards of behaviour and attainment.

### Getting It Right For Every Child (GIRFEC)

- Wellbeing sits at the heart of the GIRFEC approach and reflects the need to tailor the support and help that children, young people and their parents are offered to support their wellbeing
- The eight wellbeing indicators – SHANARRI: safe, healthy, achieving, nurtured, active, respected responsible and included will be invaluable in working with pupils from Armed Forces families
- ADES Forces Children’s Education website has additional information:  
[www.forceschildrenseducation.scot](http://www.forceschildrenseducation.scot)

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## Relationships

At the heart of improving wellbeing is the development of good relationships.

### 1. Children

The following approaches/programmes/policy are very helpful in working with children and young people from Armed Forces families:

- Nurture groups
- Play therapy
- Seasons for Growth Programme
- Growing Confidence Programme
- 7 steps Planner for Resilience
- Bounce Bank Resources
- Anti-bullying Policy
- *Better Relationships, Better Behaviour, Better Learning Policy.*

Input from the school nurse, health visitor and mental health nurse are also invaluable.

### 2. Parents

- Time to meet with parents at enrolment is invaluable to discuss the learner journey
- Identify how the school will support their child
- Set school expectations.

### 3. Staff

- Time for staff to share information
- Arrange reflective question and answer sessions.

Case studies will be available shortly online at [www.forceschildreducation.scot](http://www.forceschildreducation.scot)

# 5. Leadership

## Staff

- Continuous Professional Development for all staff in the following will be beneficial and should be part of the Professional Review and Development [PRD] process incorporating the following:
  - Coaching conversations
  - Critical incident training
  - Bereavement counselling
  - Self evaluation.
- Advice from the National Transitions Officer and other network headteachers can also build on leadership development projects in individual or cluster schools
- The Headteacher Forum from Armed Forces Schools can be further developed beyond this project
- Information on working with Armed Forces children and families should be incorporated into probationer training
- A training package for staff is available to download from the Forces Children's Education website [www.forceschildrenseducation.scot](http://www.forceschildrenseducation.scot)

## Pupils

Leadership of pupils from can be developed by the following:

- Pupil Forums
- Pupil Councils
- Time for reflective discussions
- House duties
- Buddying and Mentoring.

## Appendices

1. [Transitions Checklist Primary](#)
2. [Transitions Checklist Secondary](#)
3. [Armed Forces Glossary](#)
4. [Transition into Early Stages Scottish Schools Parent Guide](#)

## APPENDIX ONE: Transitions Checklist Primary



### NEW ENTRANT - CONFIDENTIAL INFORMATION

Student's Address	SCN:
Telephone Numbers	Teacher
Parent Name	
Emergency Contact	
Doctor	

Pupil Forename	Pupil Surname	DOB	M/F	Class

Date Enrolled	Enrolled By	Start Day & Date	Start Time
Previous School;			
Date	/	Academic Year Admitted To	
Date	/	Academic Year Left	
Named contact in previous school (phone number)			
Reasons for leaving			
Services (if "Yes" name of service/regiment/veteran/reservist)			
Additional School moves apart from primary to secondary			

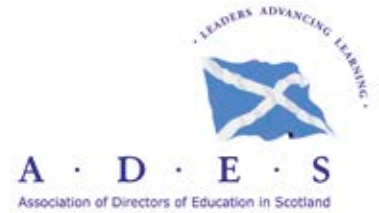
## APPENDICES

Record School Name and No. of years Child in school Record in SEEMiS if Interrupted Education	
If move likely to be temporary please record	
Main Home Language/EAL/Any special needs?	
Support for Learning Input	
Previous Assessments	

Special Aptitudes				
Modern Languages (if appropriate) No. of Years Studied				
Samples of Work seen				
<b>Additional Support Needs</b>	<b>Yes</b>	<b>No</b>	<b>Date</b>	<b>Name (&amp; details if applicable)</b>
IEP/CSP/ASP				
Referred to Education Psychology				
Referred to Education Welfare				
Social Worker Involvement				
Support for Learning Input				
Health Concerns				

<b>FOLLOW UP:</b>	School Contacted	
	Report Received	
	Records Received	
	School handbook to Parent	
	Welcome Pack	

# APPENDIX TWO: Transitions Checklist Secondary



## NEW ENTRANT - CONFIDENTIAL INFORMATION

Student's Address	SCN:
Telephone Numbers	Register Teacher
Parent Name	Support for Pupils Teacher
Emergency Contact	
Doctor	

Pupil Forename	Pupil Surname	DOB	M/F	Register class	X class

Date Enrolled	Enrolled By	Start Day & Date	Start Time
Previous School			
Date /	Academic Year Admitted To		
Date /	Academic Year Left		
Named contact in previous school (phone number)			
Reasons for leaving			
Services (if "Yes" name of service/regiment/veteran/reservist)			
Additional School moves apart from primary to secondary			

# APPENDICES

Record School Name and No. of Years Child in school Record in SEEMiS if Interrupted Education	
If move likely to be temporary please record	
Main Home Language/EAL/Any special needs?	
If S2: Enhanced Curriculum completed Y/N	
Support for Learning Input	

Special Aptitudes									
Modern Languages (if appropriate) No. of Years Studied									
<b>COURSE CHOICE</b>				<b>YEAR GROUP</b>					
<b>Column</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	
<b>Subject</b>									
<b>Level</b>									



Additional Support Needs	Yes	No	Date	Name (& details if applicable)
IEP/CSP/ASP				
Referred to Education Psychology				
Referred to Education Welfare				
Social Worker Involvement				
Health Concerns				

**FOLLOW UP:**

School Contacted	
Report Received	
Records Received	
Previous Assessments/Qualifications Seen	
Welcome Pack	

## APPENDIX THREE: Armed Forces Glossary (Tri—Service)

### Armed Forces Personnel

Soldiers, Sailors, Airmen serving with HM Forces.

Regular or Reserve.

#	Royal Navy definition	Army definition	Royal Air Force definition
1	<b>Forces Child</b>	A child under 18 dependent upon a member of the Armed Forces (parent, step-parent or guardian)	Same
a)	<b>(Education definition)</b> <b>Armed Forces Child:</b> A child or young person with a parent, step-parent or carer in the Armed Forces		
2	<b>Armed Forces mobility</b>	A requirement of all Armed Forces personnel to serve wherever the operational need requires	Same
3	<b>Transition</b>	Period of time at which move is made from civilian life to military life and vice versa	Transition also takes place between military units upon assignment
b)	<b>(Education definition)</b> <b>Transition:</b> Period between schools (eg Nursery to P1, P7 to S1) or between class stages (P2 to P3)  <b>Forces Child:</b> moving from school to school, at any stage. <b>Transition</b> from Infant to Primary School, Primary to Secondary School and Secondary to Post-school		

#	Royal Navy definition	Army definition	Royal Air Force definition
4	<b>A Welfare Issue</b>	A welfare issue is a serious problem affecting a Service person's ability to perform their duties either UK based or overseas	Same
5	<b>Divisional Officer</b>	<b>Unit Welfare Officer</b>	<b>(RAF) Officer Commanding Personnel Management Squadron (OC PMS) &amp; Warrant Officer Commanding Personnel Management Squadron (WO PMS)</b>
c)	<b>(Education definition)</b> Welfare Officer: Supports families and schools with pupils' absences		
6	<b>Royal Navy &amp; Royal Marines Welfare (RNRMW)</b>	Unit Welfare Office – the location/site where the welfare team support the Welfare Officer, a drop-in centre for service personnel and families	The RAF team responsible for all aspects of welfare support and community provision for the RAF community (Serving personnel and their families)
7	X	X	<b>Service Community Support Officer (SCSO)</b> – A dedicated full-time reserve position with a focus on supporting the RAF community (Service personnel and their families) with accommodation and deployment related matters
8	<b>Base/Base Port/Air Station</b>	<b>Garrison</b> – name given to large community, including military buildings and facilities	<b>Station</b> – name given to a Royal Air Force operational base

## APPENDICES

#	Royal Navy definition	Army definition	Royal Air Force definition
9	<b>Ship/Submarine/Squadron</b>	<b>Battalion</b> – an Army unit that has more than three companies	<b>Wing/Squadron</b> – the RAF organisational structure within a Station or within a local community setting (eg Reserves Squadron)
10	<b>Deployment/Patrol</b>	<b>Deployment</b> – periods when Service Personnel are sent overseas on operational service	Same
11	<b>Draft/Assignment/Appointment</b>	<b>'Posting'</b> – personnel are sent to another military location to serve with that unit	Assignment
12	<b>Draft/Assignment/Appointment</b>	<b>Trickle Posting</b> – when an individual is posted away to another unit as opposed to the whole battalion moving (an individual transfer)	No equivalent within the RAF – All Service Personnel assigned individually
13	Same	<b>Accompanied Posting</b> – Personnel assigned to another unit and take their spouse and family with them to that new location	Same
14	Same	<b>Un-Accompanied Posting</b> – personnel chooses to go to another unit location alone, while leaving spouse and family settled in home location	Same
15	<b>Deployment</b>	<b>Tour</b> – a 'tour' relates to the period of duty wherever a Service person is sent	This may be a 'tour' at a defined military establishment (eg a posting), an operational tour overseas or an extended period of training at an alternative location

#	Royal Navy definition	Army definition	Royal Air Force definition
16	<b>Support Crew</b>	Rear Ops (operation) – the small body of personnel left on duty at home military establishment (home base) while the main body of personnel are sent away on operational tour	<b>Rear Party</b>
17	<b>Post-Operational Leave (POL)</b>	Post-Operational Tour Leave (POTL)	Leave is given to personnel on their return from an operational tour to allow for rest & recuperation
18	<b>JCCC Joint Casualty &amp; Compassionate Centre</b>	The MoD organisational structure that provides a focal point for casualty administration and notification and request for compassionate travel (for those personnel serving overseas) in respect of member of the British Armed Forces	Same
19	<b>Royal Navy &amp; Royal Marines Welfare (RNRMW)</b>	Army Welfare Services (AWS) – the principle, professionally-trained Welfare staff and Social Workers for Army personnel	<b>SSAFA</b> are the independent contractors responsible for delivery of personal, family and social work services for the RAF
20	<b>SSAFA – Soldiers, Sailors, Airmen, Families Association</b>	Emotional, financial and practical help is provided and available for any currently serving, or any who have served, and their family. Community volunteers provide trained 'befriending' support	X
21	<b>Royal Navy Families</b>	<b>Family Federations. Army Families Federation</b> – organisations that provide an independent voice for families world-wide on any aspect of Military life, Housing, Education	<b>Royal Air Force Families (RAF-FF)</b>

## APPENDICES

#	Royal Navy definition	Army definition	Royal Air Force definition
22	<b>Potentially Vulnerable</b> (Education)	Term used by Department of Education (DoE, England) in relation to Service Children	Same
23	<b>DIO – Defence Infrastructure Organisation</b>	MOD department responsible for the provision of all infrastructures on military bases and for the provision of accommodation for service families (see SFA)	Same
24	<b>Married Patch/ Married Quarters</b>	<b>Service Family Accommodations (SFA) sometimes referred to as the 'Patch'</b> – MOD providing housing for Service personnel and their families which may be located within a military unit (also known as 'behind the wire') or embedded in the local community	Maintained under contract by Carillion-Amey and allocated to entitled personnel upon assignment order
25	<b>HIVE</b>	A Civil Service provided information and signposting service for the Armed Forces community	Used by the Service community as a first point of contact for all enquiries regards accommodation, schools, local provision and information regarding 'next' posting location

ADES/Leading Education for Armed Forces Children/August2018

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## APPENDIX FOUR: Early Stages Transition – Helpful Hints for Parents

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### Early Learning

- All three and four-year-old children and some two-year-old children will be entitled to 1140 hours which is equivalent to 30 hours a week if delivered during term time by 2020
- Each local authority is phasing this entitlement into their local area in a different manner.

### School Start Date

- Children whose fifth birthday is between the 1 March of one year and the last day of February of the following year will automatically be admitted to school
- Younger children are offered a pre school place in a nursery or early years centre as above.

### Early Years Learning

- The early stage of the Curriculum for Excellence (CfE) in Scotland covers ages 3-6
- Teachers and early years practitioners will plan and teach a curriculum to suit each learner, which will ensure breadth, progression and choice and build on existing learning.

### Early Entry to Primary One

- An Early Entry Assessment Panel will take a number of areas into account when considering your application as follows:
  - Maturity – social, emotional and physical
  - Previous progress in last learning setting
  - Impact on transitions into future school years
  - Impact on planned transitions back to another education system
  - Children not yet of the age to enter Primary 1 will be eligible for a funded early learning and childcare placement. See Admissions Guidance on Getting It Right For Forces Families [www.forceschildrenseducation.scot](http://www.forceschildrenseducation.scot)



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