



Defence  
Children  
Services

A photograph of two young girls in school uniforms walking away from the camera down a hallway. They are holding hands and both have large backpacks. The girl on the left has a dark blue backpack, and the girl on the right has a dark blue backpack with red accents. The hallway has a brick wall on the left and a white wall on the right.

# Supporting Armed Forces children's transitions between education systems

## Educators' toolkit

# Welcome

This transition resource was developed collaboratively by education practitioners and education policy professionals from across Wales, Scotland, Northern Ireland and England. This involved officials from Government Departments, local authority officers, schools and Service charities from across the UK. It is designed to complement and strengthen existing practice, helping educators support effective transitions in educational settings.

Using the information in this resource, educators can help children and young people from U.K. Armed Forces families experience positive transitions and continue to thrive academically, socially and emotionally, wherever they move within the U.K. and overseas.

While the sections of the toolkit combine to form a comprehensive resource, they are also designed to be accessed independently, allowing users to select and apply the elements most relevant to their specific needs or context.

Users will note that there are links to specific resources, which have been selected to complement particular transition activities. While all reasonable efforts have been made to ensure the quality of linked materials, the creators of this toolkit cannot accept responsibility for their contents.



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# Be Armed Forces Aware and Informed

- Understand the [Armed Forces Covenant](#)<sup>i</sup> and its aim to prevent educational disadvantage for Service children and young people. Consider how your school/ setting's policies, processes, and practices can help address and minimise potential challenges that arise when children/ young people move between different education systems.
- Promote an inclusive and equitable school/ setting environment that values the diverse experiences Service children and young people bring from various education systems. Acknowledge how your school/ setting culture can support positive relationships among all pupils.
- Take a strength-based approach. Focus on the strengths that Service children and young people bring, not only the challenges they may face. This recognises skills they may have developed through Service life, such as adaptability, independence and resourcefulness. How can you reflect this in your school/ setting's policies and information?
- Use key events such as [Month of the Military Child](#)<sup>ii</sup>, Remembrance Day and Armed Forces Day to help your whole school/ setting community better understand the nature of armed forces life. Many organisations publish [resources](#)<sup>iii</sup> are available specifically for [educational settings](#)<sup>iv</sup> and can be chosen to support your context.
- Utilise available professional development resources and [support networks](#)<sup>v</sup>. Include this within induction training for all new staff. If available, link with lead staff in Local Authorities or your local MOD base. For example, [MODLAP](#)<sup>vi</sup>
- Demonstrate that your setting values the capabilities of Service children and young people, will build upon their existing skills whilst empowering them to thrive. Be aware of the [unique opportunities and challenges](#)<sup>vii</sup> faced by Service families, such as Service-related mobility and [deployment](#)<sup>viii</sup>. Consider how existing policies and procedures could be adapted to maximise opportunities, encourage flexibility and mitigate challenges.
- Stay informed about [Local Authority Covenant Partnership](#)<sup>ix</sup> groups, their initiatives, and resources and other networking opportunities.

# Welcome Service Families and acknowledge the importance of goodbyes

- [Identify](#)<sup>x</sup> families with military connections- this includes Reserves, Veterans and children and young people who may have siblings or wider family members serving.
- First and last impressions really count! Develop a section on the school/ setting's website identifying transition arrangements and support mechanisms for Armed Forces families. This should both address arriving at the school/ setting and the support mechanisms in place for departing the school/ setting. Consider establishing a transition policy/ procedure. [Examples/ case studies](#)
- Offer induction sessions or tours, including the possibility of a virtual tour of the school/ setting to familiarise the child with their new surroundings. Service families can move great distances and often do not have the opportunity to physically visit beforehand. What can be embedded in your routine transition processes to mitigate against any impact of this?
- Make sure your usual transition arrangements (for example, moving between phases) take account of the needs of Service children and young people. Service children and young people may be moving from primary to secondary school at the same time as moving home, area or country. Remember that application dates and processes vary across the U.K.
- Establish processes to ensure beginnings and endings are well managed. Some schools have established 'Welcome Boards' with photos and key information on. Some schools have 'End of Year Books' or have established [traditions to mark when a child leaves their school](#).
- Explore how other schools/ settings are supporting Armed Forces families: [case studies](#)<sup>xi</sup>.
- Explore what transition guidance local specialist teams, such as [Educational Psychology](#)<sup>xii</sup>, have produced. Can your school/ setting make adaptations to support Service children and young people?
- Have a transition plan which is clear to school/ setting staff, the family and the Service child/ young person. Ensure planning includes timescales and actions that reflect the differences between the sending and receiving school/setting systems.
- Both sending and receiving schools/ settings should identify a member of staff to act as point of contact for the

child/ young person and family and offer direct support if needed.

- Make time and space for the child/ young person to prepare for their next school/ setting. How will your school/ setting prepare the child/ young person for the transition? Children having planned opportunities to say goodbye plays a vital role in achieving a successful transition and is an important emotional skill to master. It allows the child to process the end of a chapter, helping reduce feelings of loss and abandonment. It honours the friendships and connections made, reinforcing their value and importance. Goodbyes provide a psychological marker that helps the child mentally prepare for the new environment.
- [Education case studies: Admissions - Armed Forces Covenant](#)<sup>xiii</sup>

[Admissions video for Armed Forces families](#)



# Build Strong Partnerships with Service families

- Establish regular lines of communication with parents/carers to understand children/ young people's needs and provide updates on their progress. Provide families with copies of any documents which evidence support mechanisms and any reviews; advise them to maintain a record.
- Proactively direct Service parents/carers and children/ young people to information about local support networks, including Service family organisations and local community groups, to help families access appropriate support such as HIVE/ RN Family and People Support<sup>xiv</sup>. Flag up any local community points of interest to families and pupils i.e., local youth clubs, Scouts, sports teams, Cadet Forces etc. to encourage community cohesion and establish a sense of belonging.
- Provide opportunities for pupils and parents/carers to share any concerns or insights about education and wellbeing- this can be formally and informally. Can families share with you what protective factors that were effective at previous schools/ settings?
- For Service children/ young people with additional educational needs, develop targeted transition arrangements to mitigate against gaps in support and provision.

Education is devolved; therefore, policy and processes change when national/ international borders are crossed. ([Information Launchpad](#)).

- Ensure information provided to families and children/ young people about their rights and responsibilities is accessible- the jargon and language used can be difficult to understand. Some children/ young people and their families may have [English as an additional language](#)<sup>xv</sup> which will need to be considered.
- Ensure information about raising concerns and compliments is clear and accessible. It is important to proactively invite feedback, especially from those families who may be less confident.
- Does your Local Authority have an Armed Forces Champion or Armed Forces Covenant lead? Can you encourage them to set up an educators' network?
- Help Service families learn new [terminology](#), which may be different from that used within their current/previous/ future education system. Support them to understand the differences between the current and new education systems.
- Help parents and carers understand why it is important to contact and engage with their child's new school/ setting as soon as they have been offered a place.
- Understand and signpost to relevant sources of information, support and guidance. If you feel a family may require additional support to prepare for the educational transition, signpost to support agencies such as [Defence Children Services](#) <sup>xvi</sup>. [Information launchpad](#)

# Support Curriculum Transition for Children and Young People from Armed Forces families

- Educators have a role in informing families about planning and preparing for their child/ young person's transition to a new education system. Expectation management and signposting at the earliest opportunity is necessary.
- Familiarise yourself with the relevant education system (England, Northern Ireland, Scotland, Wales, Defence Children Services schools/ settings) as they differ in curriculum, assessment, and organisation ([Information Launchpad](#)).
- Understand key differences between education systems, such as school starting age, age of transition through educational phases, exam systems (e.g., GCSEs, Nationals, Highers), support systems, curriculum, and term dates. ([Information Launchpad](#))
- Don't be afraid to ask the sending/receiving school/setting for help in understanding terminology differences. Also consider what you could do to help colleagues who will support the child/young person in their next setting.
- The current and new school/ setting/ local authority should contact each other as early as possible to share relevant information. This may include academic reports, plans for additional learning needs, strengths and interests, pastoral needs, and any areas where extra support is needed. Where possible, avoid using terms that only make sense in your local area.
- Send samples of children/young people's work to the receiving school/ setting or make available samples for the parent/ carer(s) to share
- Promptly identify and address gaps or duplication in the child/ young person's learning journey. Avoid language or actions that unintentionally dismiss the value of previous learning.
- Plan for and provide tailored support to help the child/ young person adapt to new subjects, teaching methods, or assessments. Implement or access additional resources to bridge curriculum differences.
- Offer flexibility for curriculum areas not offered in the previous school/ setting system, such as new languages.
- Identify and address additional/ special educational needs promptly. Recognise this might not be their last school/ setting transition, so windows of opportunity to intervene may be limited when compared with less mobile peers.

[Information Launchpad](#)

[Transfer of School/ setting records](#)

[Terminology examples](#)

# Prioritise emotional wellbeing

- Ensure all staff understand the implications associated with a Service-related lifestyle. Avoid problematising by ensuring strengths and opportunities are identified and promoted.
- Be empathetic to the potential emotional impact on a child/young person when they move between systems. Identify pastoral care or wellbeing support if needed and clearly identify this to the child/ young person and family. Take account of successful strategies employed by previous schools/ settings and likewise record effective transition approaches so that future schools/ settings may benefit from your experience. If relevant, signpost to support mechanisms such as [Kooth](#)<sup>xvii</sup>.
- Encourage and enable participation in extra-curricular and co-curricular activities to help the child/ young person build new friendships and feel part of the school/ setting community. Identify any barriers to access and act to overcome them.
- Foster a culture of inclusivity and understanding among students to help members of armed Forces families feel accepted and valued.
- Remember that each U.K. nation, education system and individual school/ setting has different identities, shared histories, cultures and values. Seek opportunities to explore these with children/young people and their parents/carers.
- Create opportunities for children/ young people of Armed Forces families to connect with others who have similar experiences, such as through support groups or [clubs](#)<sup>xviii</sup>.

## [Education case studies: Child wellbeing - Armed Forces Covenant](#)<sup>xix</sup>



# Monitor Progress and Adjust support

- A child/ young person from an Armed Forces family may arrive outside of routinely scheduled review and assessment cycles. Be flexible and ensure there is a regular review of the child's academic and social progress in their new school/ setting. Do this in the first week and month and thereafter in proportion to the child's needs and progress. Consider previous assessments and reviews.
- Establish baselines, target any gaps in knowledge and regularly review progress. This is especially pertinent for children/ young people preparing for a phase transfer. [Examples/ case studies](#)
- Adjust support strategies as needed to ensure the child is thriving both academically and emotionally. Ensure approaches are responsive to emerging need and planning for the next phase.
- Celebrate achievements and milestones to boost the child's confidence and sense of belonging. Ensure the child/ young person is comfortable with the mechanisms used.
- Arrange regular meetings with child/ young person and family to provide information and maintain ongoing, supportive communication. Documenting the review helps develop a history of support and provision, which will assist future schools/ settings to support needs more efficiently.

[Education case studies: Educational attainment and curriculum - Armed Forces Covenant](#)



# Plan for future transition

- Recognise that children/ young people of Armed Forces families may move again in the future and ensure their records are up to date and easily transferable (especially into different systems).
- Ensure routine school/ setting documents such as policies, data capture forms, planning documents for lessons/ schemes of work reflect the Armed Forces status of children/ young people; this is to enable all partners to plan and be prepared for future moves.
- Consider planning an enhanced transitions package with the child/ young person and family to prepare for and support a future move. Greater personalisation may be required for some. For example, some military families may move as part of a whole Unit move whereas others will move as a single family.
- Provide parents/ carers with advice on how to prepare for future transitions, including keeping copies of key documents and reports.
- Acknowledge Service children/ young people experience the same educational transitions as their peers and support with planning for these. There may be a requirement for considering how a Service-related lifestyle interacts with key transition points. An example of this may be preparing for [Higher Education](#)<sup>xx</sup>.
- Signpost the family to any relevant support agencies such as, [Defence Children Services](#)<sup>xxi</sup> and/or to information relevant to where they are relocating to.

## [Transfer of school/ setting records](#)

## [Examples/ case studies](#)



# Acknowledge diversity within the Service community

- Armed forces families reflect the diversity of society as a whole. Encompassing individuals from various races, cultures, classes, and religions. Movement between countries in the U.K./ overseas requires planning and effective information sharing so that the individual needs of the Service child/ young person are protected. Each service has a chaplaincy department.
- Be aware that some families may have limited understanding of the breadth of differences between U.K. education systems. Consider what educators can do to prepare for transitions and raise awareness of similarities, differences and support networks for children/ young people and their families- ([Terminology examples](#)).
- Celebrate the diversity within the community and how this can assist with forging a sense of belonging. Understand that some within the Service community may need to be supported to understand that it is acceptable to engage with school/ setting staff and to express any compliments or concerns. Addressing any worries early via clear communication channels can be a protective factor for all.
- The Armed Forces community reflects wider community with the same similarities, differences etc. Develop an understanding of how this may create unique vulnerabilities or opportunities when interacting with a Service-related lifestyle.

## [Terminology Examples](#)

## [Information Launchpad](#)



# Be Aware of Support Mechanisms and Resources

- Work with organisations that specialise in supporting Service children/ young people, such as, [Defence Children Services](#)<sup>xxii</sup>, [SSCE Cymru](#)<sup>xxiii</sup> (Wales), [ADES national education and transition officer](#)<sup>xxiv</sup> (Scotland), [SCISS](#)<sup>xxv</sup> (England) and local Armed Forces support teams, the [Service Children's Progression Alliance](#)<sup>xxvi</sup> (SCiP Alliance).
- Use available resources to provide targeted [pre and post transition support](#) for children/ young people of Armed Forces families. Be aware of how delegated resources can be utilised to support the needs of children/ young people from Armed Forces families. Be aware of the available support and/ or funding from government, [Armed Forces Covenant Fund Trust](#)<sup>xxvii</sup>, delegated additional educational needs resources, funding from individual [charities](#)<sup>xxviii</sup> if relevant.
- Use the resources, training and guidance available to you to increase staff confidence. Empower them to better understand and meet the transition needs of children/young people from Armed Forces families. For example, deployment [support](#)<sup>xxix</sup>.

## [Information Launchpad](#)



# Information Launchpad

	Wales	England	Scotland	Northern Ireland	MOD/ Defence Children Services
<b>School Admissions</b>	<a href="#">School admissions code   GOV.WALES</a> Section 3.65	<a href="#">School admissions code - GOV.UK</a> Crown Servant explanatory note Section 2.16 infant age children Section 2.21	<a href="#">Choosing a school for your child - mygov.scot</a>  <a href="#">Where your child goes to school - Enquire</a>	<a href="#">Applying for a school place   nidirect</a>  <a href="#">Finding a school to suit your child   nidirect</a>	<a href="#">Assigned Overseas</a>
<b>Curriculum</b>	<a href="#">Curriculum for Wales - Hwb</a>  <a href="#">A new curriculum in Wales: a guide for parents - Hwb</a>	<a href="#">National curriculum - GOV.UK</a>	<a href="https://education.gov.scot/curriculum-for-excellence/">https://education.gov.scot/curriculum-for-excellence/</a>	<a href="#">Statutory curriculum   Department of Education</a>	<a href="#">Curriculum Information</a>
<b>Examinations /accreditation</b>	<a href="#">GCSEs, AS &amp; A levels   Qualifications Wales</a>	<a href="#">What qualification levels mean: Overview - GOV.UK</a>  <a href="#">GCSE subject content and requirements - GOV.UK</a>	<a href="#">Qualifications Can Cross Boundaries: Guide to Comparing Qualifications in the UK and Ireland</a>  <a href="#">SCQF levels: Understand Scotland's qualifications</a>  <a href="#">Guide to Scottish Qualifications</a>	<a href="https://ccea.org.uk/">https://ccea.org.uk/</a>	<a href="#">Assessment</a>
<b>Special/ Additional Educational Needs</b>	<a href="https://www.gov.wales/additional-learning-needs">https://www.gov.wales/additional-learning-needs</a>  <a href="#">Additional learning needs (ALN): parent and carers toolkit   GOV.WALES</a>  <a href="#">250124-the-additional-learning-needs-code-for-wales-2021.pdf</a> Section 18.26	All Local Authorities in England must publish a Local Offer on their website.  <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a> Section 10.53 onwards	<a href="#">Additional support for learning: statutory guidance 2017 - gov.scot</a>	<a href="https://send.eani.org.uk/">https://send.eani.org.uk/</a>	<a href="#">SEND</a>

## Supporting Armed Forces children's transitions between education systems

	Wales	England	Scotland	Northern Ireland	MOD/ Defence Children Services
Examples of information about Service-related lifestyles	<p><a href="#">Education &amp; Childcare - Army Families Federation</a></p> <p><a href="#">Education - Naval Families Federation</a></p> <p><a href="#">Education and childcare   Service children and young people &lt; RAF Families Federation</a></p>	<p><a href="#">Education &amp; Childcare - Army Families Federation</a></p> <p><a href="#">Education - Naval Families Federation</a></p> <p><a href="#">Education and childcare   Service children and young people &lt; RAF Families Federation</a></p>	<p><a href="#">Education &amp; Childcare - Army Families Federation</a></p> <p><a href="#">Education - Naval Families Federation</a></p> <p><a href="#">Education and childcare   Service children and young people &lt; RAF Families Federation</a></p>	<p><a href="#">Education &amp; Childcare - Army Families Federation</a></p> <p><a href="#">Education - Naval Families Federation</a></p> <p><a href="#">Education and childcare   Service children and young people &lt; RAF Families Federation</a></p>	<p><a href="#">Educate the Child, Support the Family, Defend the Nation</a></p>
Examples of Professional Development resources for Educators	<p>E-learning module: <a href="#">Supporting Service Children in Education in Wales</a></p> <p>SSCE: <a href="#">School Toolkit and Tools</a></p> <p><a href="#">The SCiP Alliance Hub Network   SCiP Alliance</a></p>	<p><a href="#">The SCiP Alliance Hub Network   SCiP Alliance</a></p> <p>National Governance Association: <a href="#">Supporting Service children</a></p>	<p><a href="#">Educators - Forces Children's Education : Forces Children's Education</a></p> <p><a href="#">The SCiP Alliance Hub Network   SCiP Alliance</a></p> <p><a href="#">Education Scotland Professional Learning Activity Supporting Children and young people from Armed Forces Families</a></p>	<p><a href="#">The SCiP Alliance Hub Network   SCiP Alliance</a></p>	<p><a href="#">The SCiP Alliance Hub Network   SCiP Alliance</a></p>
Examples of specific Service child/ young person guidance	<p><a href="#">Supporting Service Children in Education in Wales</a></p> <p><a href="#">Supporting children from UK Armed Forces families (Service children)   UCAS</a></p>	<p><a href="#">Service Pupils in Schools: Non-statutory guidance - GOV.UK <a href="https://get-information-schools.service.gov.uk/">https://get-information-schools.service.gov.uk/</a></a></p> <p><a href="#">Supporting children from UK Armed Forces families (Service children)   UCAS</a></p>	<p><a href="#">Welcome to Scotland: a guide for Service personnel and their families in Scotland - gov.scot</a></p> <p><a href="#">Transitions for Armed Forces Families – National Parent Forum of Scotland</a></p> <p><a href="#">Supporting children from UK Armed Forces families (Service children)   UCAS</a></p>	<p><a href="#">Children of service personnel   Department of Education</a></p> <p><a href="#">Supporting children from UK Armed Forces families (Service children)   UCAS</a></p>	<p><a href="#">Educate the Child, Support the Family, Defend the Nation</a></p> <p><a href="#">Supporting children from UK Armed Forces families (Service children)   UCAS</a></p>

## Supporting Armed Forces children's transitions between education systems

	Wales	England	Scotland	Northern Ireland	MOD/ Defence Children Services
Examples of support mechanisms and resources	<a href="#">SSCE Cymru</a> <a href="#">SCiP Alliance</a> <a href="#">Cobseo - The Confederation of Service Charities</a> <a href="#">MOD Families Hub: Information Portal</a> <a href="#">Army HIVE Info</a>	<a href="#">Home   Service Children in State Schools (sciss.org.uk)</a> <a href="#">Department for Education: Service Pupil Premium</a> <a href="#">SCiP Alliance</a> <a href="#">Cobseo - The Confederation of Service Charities</a> <a href="#">MOD Families Hub: Information Portal</a> <a href="#">Army HIVE Info</a>	<a href="#">Forces Children's Education Scotland</a> <a href="#">SCiP Alliance</a> <a href="#">Cobseo - The Confederation of Service Charities</a> <a href="#">MOD Families Hub: Information Portal</a> <a href="#">Army HIVE Info</a>	<a href="#">SCiP Alliance</a> <a href="#">Cobseo - The Confederation of Service Charities</a> <a href="#">MOD Families Hub: Information Portal</a> <a href="#">Army HIVE Info</a>	<a href="#">Defence Children Services: Education Advisory Team (UK)</a> <a href="#">MOD Families Hub: Information Portal</a>

# Examples/ Case Studies

There are many examples of schools/ settings, Local Authorities and national networks providing useful and specific information for Armed Forces families. Much of the information has required minor amendments to routine practice but have a major impact on how Armed Forces families feel welcomed and how their children/ young people will be support is perceived.

Some examples are below. It is acknowledged that this is a small sample only and many others have similar:

<b>School &amp; Setting specific examples</b>
A <a href="#">Transition-Policy.pdf</a> with a section related to Armed Forces Families.
An <a href="#">Admission Policy</a> with specific reference to Armed Forces Families.
An analysis of Thriving Through Transition: <a href="#">Supporting Service Pupils at The Wellington Academy</a> .
A specific section for Armed Forces families on the school/ setting website: <a href="#">Madras College - Armed Forces Families</a> <a href="#">Military Families   St Mary's CofE Primary School</a> <a href="#">Service Families - Danesfield School</a> <a href="#">Service Families – King's Academy Bay House</a> <a href="#">Haverfordwest High VC School - Service Pupil Support - Cymorth Disgyblion Milwrol</a>
Virtual school/ setting tours: <a href="#">St. Mary's CofE Primary School</a> <a href="#">Duke of Yorks Royal Military School</a> <a href="#">Haverfordwest High VC School - School Site - Safle Ysgol</a>
<b>Local Authority examples</b>
<a href="#">Cambridgeshire EYC Armed Forces Covenant Pledge</a>
<a href="https://armedforcesfamilieshighland.wordpress.com/">https://armedforcesfamilieshighland.wordpress.com/</a> The Highland Council
<a href="#">SEND support 0 to 25 and the Military - Wiltshire Council</a> <a href="#">Military mover in case studies - Wiltshire Council</a>
<a href="#">Admission of Armed Forces Community Children Policy 2024 to 2025 - Dorset Council</a>
<a href="#">Supporting children of armed forces personnel in school - KELSI</a>
<a href="#">Children and Young People   Argyll and Bute Council</a>
<a href="#">Welcome Pack Argyll and Bute Welcoming our Armed Forces</a>
<a href="#">Education for armed forces community   PLYMOUTH.GOV.UK</a>
<a href="#">A toolkit for schools: supporting Service children and families in Portsmouth</a>
<a href="#">Service pupils promise 2020.pdf</a> <a href="#">REVISED Supporting Service Children in Oxfordshire TOOLKIT (July 2025).pdf</a>

## Supporting Armed Forces children's transitions between education systems

### National examples

**SSCE Cymru:** [Good practice](#)

**SSCE Cymru:** [Tools and Toolkit](#)

[Highlighting good practice - Forces Children's Education: Forces Children's Education](#) Scotland

[Children of service personnel | Department of Education](#) Northern Ireland

[Helpful Resources | Service Children in State Schools](#) England

[Nursery World - EYFS Best Practice - All about... military nurseries](#)

[Family Review Part II: Celebrating Military Families Annex | Children's Commissioner for England](#)

### Examples from the wider support networks

[Case studies from SCIP Alliance Thriving Lives Toolkit](#)

[Thriving-Through-Transition-Supporting-Service-Pupils-at-The-Wellington-Academy-February-2026.pdf](#)

[ScIP Alliance Resource Directory](#)

[Covenant case study database: Education - Armed Forces Covenant](#)

[MOD Local Authority Partnership \(MODLAP\) - GOV.UK](#)

[Armed Forces Covenant Fund Trust Early Years examples](#)

### Examples of projects related to Armed Forces communities

[Supporting young carers within armed forces families | The Children's Society](#)

[Related links | Supporting All to Thrive](#)

# Transfer of School/ Setting Records

The arrangements for the transfer of pupil records between schools/ settings are set out in relevant regulations for each part of the United Kingdom. These regulations set out the responsibilities, timescales, format and content involved in the transfer. You should therefore refer to any local guidance together with the relevant national regulations as summarised in Table 1.

**Table 1: Summary of Regulations on Transfer of Pupil Records**

	Title of Regulation	
England and Defence Children Services	The Education (Pupil Information) (England) Regulations 2005, Section 9 and Schedule 2	<a href="#">The Education (Pupil Information) (England) Regulations 2005</a>
Northern Ireland	The Education (Pupil Records and Reporting) (Transitional) Regulations (Northern Ireland) 2007, Sections 9, 10, 11, 12, 13, 14	<a href="#">The Education (Pupil Records and Reporting) (Transitional) Regulations (Northern Ireland) 2007</a>
Scotland	The Pupils' Educational Records (Scotland) Regulations 2003, Sections 5, 6	<a href="#">The Pupils' Educational Records (Scotland) Regulations 2003</a>
Wales	The Education (Pupil Information) (Wales) Regulations 2011, Sections 5, 6,7 Schedule 2	<a href="https://www.legislation.gov.uk/wsi/2011/1942">https://www.legislation.gov.uk/wsi/2011/1942</a>

## Independent schools/ settings

Independent schools/ settings must understand their statutory duties to request pupil records from a previous school/ setting. It is considered good practice for independent schools to request and share educational records during a transfer. Requesting and sharing educational records is a widely followed practice in independent schools to support children's transition and ensure their needs are met.

Independent schools hold mandatory responsibilities as part of safeguarding and child protection duties. This requires independent schools to transfer any child protection files to the new school. These should be sent without delay (ideally within 5 days) and should be sent to the Designated Safeguarding Lead (DSL)/Named Person/Designated Senior Person (DSP)/Designated Teacher at the new school. While some schools may express confusion about the need to share safeguarding records vs child protection records, there is a consistent viewpoint within each

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nation’s guidance to independent schools. This focuses on the need to generally share anything that would help the new school protect the child.

### When a Child’s School Destination is unknown

#### Wales

[statutory-guidance-help-prevent-children-young-people-missing-education.pdf](#)

Statutory guidance to help prevent children and young people from missing education A practical toolkit to help identify children and young people missing education, Welsh Government, 2017

#### Northern Ireland

There is currently (January 2026) no statutory guidance covering Northern Ireland, but it has been formally reported as being under development

#### Scotland

[Children missing from education \(Scotland\): guidance for local authorities - gov.scot](#)

“Children missing from education (Scotland): guidance for local authorities”, Scottish Government, 2022

Email: [CMEScotland@gov.scot](mailto:CMEScotland@gov.scot)

#### England

[Children missing education: statutory guidance for local authorities and schools - GOV.UK](#)

“Children missing education: statutory guidance for local authorities and schools”, Updated 8 September 2025, Department for Education, 2025

[School to school \(S2S\) guide for local authorities](#)

### Where The Transfer Involves a School/ Setting In a Third Country Which is Not a Defence Children Services School/ Setting

Information is available from the Office of the Information Commissioner:

[Information Commissioner's Office](#) Tel: 0303 123 1113

[Updated guidance on international transfers published | ICO](#)

### Sources of Additional Advice

	Website link	Contact details
<b>England</b>	<a href="#">Information Commissioner's Office</a>	Advice services for large businesses and organisations   ICO_0303 123 1113
<b>Northern Ireland</b>	<a href="#">Northern Ireland office   ICO</a>	<a href="mailto:ni@ico.org.uk">ni@ico.org.uk</a> 028 9026 9380
<b>Scotland</b>	<a href="#">Homepage   Scottish Information Commissioner</a>	<a href="mailto:Scotland@ico.org.uk">Scotland@ico.org.uk</a> 0303 123 1115
<b>Wales</b>	<a href="#">Wales office   ICO</a>	<a href="mailto:wales@ico.org.uk">wales@ico.org.uk</a> 0303 123 1113

# Terminology Examples

For military language and terminology, please visit;

[Understanding military language and terminology - a resource for schools - Resources | SCiP Alliance](#)

## Terminology related to additional/ special educational needs:

	WALES	SCOTLAND	NORTHERN IRELAND	ENGLAND	DCS SCHOOLS/ SETTINGS
What is it called?	Additional Learning Needs (ALN)	Additional Support Needs or Support for Learning (ASN)	Special Educational Needs (SEN)	Special Educational Needs & Disability (SEND)	Special Educational Needs & Disability (SEND)
School points of contact	ALNCo	Class / Guidance Teacher  Principle Teacher for Additional Support Needs / Additional Support Needs Teacher	SENCo	SENDCo  SENCo  AENCo  Inclusion Manager	SENDCo SENCo
Plan names	School based Individual Development Plan (IDP)	Child's Plan  <a href="#">Types of plan</a>   <a href="#">How schools plan support</a>   <a href="#">Additional support</a>   <a href="#">Parentzone Scotland</a>	Individual Education Plan (IEP)  Personal Learning Plan (PLP)	Individual Education Plan (IEP)  Provision Map  My Plan	Inclusion Support Plan (ISP)  Service Children's Assessment of Need (SCAN)

Supporting Armed Forces children's transitions between education systems

	WALES	SCOTLAND	NORTHERN IRELAND	ENGLAND	DCS SCHOOLS/ SETTINGS
		<a href="#">Education Scotland</a>			
	Local Authority Individual Development Plan (IDP)	<a href="#">Coordinated Support Plan (CSP)</a>	Statement of SEN		
Support resources:	<a href="#">Additional learning needs (ALN): parent and carers toolkit</a>   <a href="#">GOV.WALES</a>	<a href="#">Additional Support Needs - Forces Children's Education : Forces Children's Education</a>  <a href="#">Advice for professionals in Scotland - Enquire</a>  <a href="#">How support is planned - Enquire</a>	<a href="https://send.ea.ni.org.uk/what-sen/general-information">https://send.ea.ni.org.uk/what-sen/general-information</a>		<a href="#">SEND</a>

# References

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- i [Armed Forces Covenant](#)
- ii [Month of the Military Child - GOV.UK](#)
- iii [Remembrance events and resources for schools | National Literacy Trust | National Literacy Trust](#)
- iv [The Classroom | Learning resources | Poppyscotland](#)
- v [The SCiP Alliance Hub Network | SCiP Alliance](#)
- vi [MOD Local Authority Partnership \(MODLAP\) - GOV.UK](#)
- vii [Resources | SCiP Alliance](#)
- viii [Homeport Winter 2016 lo res pdf for web take 2.pdf](#)
- ix [Local authorities - Armed Forces Covenant](#)
- x [Education case studies: Identifying Service children - Armed Forces Covenant](#)
- xi [Covenant case study database: Education - Armed Forces Covenant](#)
- [xii] [Supporting Successful Transitions](#)
- xiii [Education case studies: Admissions - Armed Forces Covenant](#)
- xiv [Discover My Benefits - RAF](#)
- xv [Education case studies: Educational attainment and curriculum - Armed Forces Covenant](#)
- xvi [Assigned in the UK](#)
- xvii [Home - Kooth in association with Ministry of defence](#)
- xviii [Le Cateau Primary School - MKC Heroes](#)
- xix [Education case studies: Child wellbeing - Armed Forces Covenant](#)
- xx [Supporting children from UK Armed Forces families \(Service children\) | UCAS](#)
- [xxi] [Defence Children Services](#)
- [xxii] [Defence Children Services](#)
- [xxiii] [SSCE Cymru](#)
- xxiv [Educators - Forces Children's Education : Forces Children's Education](#)
- xxv [Home | Service Children in State Schools](#)
- xxvi [SCiP Alliance](#)
- xxvii [Armed Forces Covenant Fund Trust](#)
- xxviii [Cobseo - The Confederation of Service Charities](#)
- xxix [RAF-Families-Federation-Deployment-support-2025.pdf](#)