



CONSIDERATIONS TO MAKE ABOUT CHOOSING BOARDING SCHOOL

OVERVIEW

Information in this sheet is for guidance only. The regulations are contained within JSP 752. This sheet provides recommendations only and should not be considered an interpretation of the regulations.

- CEAS provides impartial advice on any educational issues you may encounter in relation to your child/ young person.
- When applying for CEA, you are to seek advice from CEAS in the first instance to ensure you have given due consideration to the changes you intend to make to your child/ young person's education. You know your child/ young person best, so are best placed to make an informed decision about where they will be educated. CEAS can help you access information.
- If your child/ young person has additional needs, ensure your chosen school can make the provision required for them in the classroom **and** the boarding house. Check any additional costs this may incur.
- CEAS will issue you with a unique number for each child/ young person. You will require this to enter into your JPA Eligibility Certificate (EC) to claim the Continuity of Education Allowance (CEA). This is the only CEAS involvement in respect of the eligibility to and claiming and payment of CEA.
- CEAS staff are subject matter experts (SMEs) on educational matters and cannot advise on eligibility to allowances, including CEA - please direct enquiries to your RAO (Army only) or Unit HR for the most current and accurate guidance on the regulations and before you commit your child/young person to a place in boarding school.
- Your Unit HR will advise on eligibility to claim CEA, will offer guidance on processing your claim and rectify any administration issues you may encounter. You must approach your Unit HR with any questions on CEA.
- Once you sign a contract with your chosen school, you are legally responsible for upholding the terms, conditions and fees; not the MOD, irrespective of whether CEA is payable. Ensure you read the terms and conditions thoroughly before signing them and after having confirmed eligibility to CEA (for those that intend to claim), as they will be legally binding. Any breach of the terms and conditions could lead to a financial penalty for yourself; retrospective authority to claim CEA will not routinely be granted.
- Voluntarily withdrawing a child from CEA is considered a permanent decision and will have long-term consequences on the ability to re-commence claiming CEA. Ensure you are aware of the long-term implications prior to making any decisions. CEAS can help you to gain information to help you with these considerations; this advice is to be sought before withdrawing the child(ren)/young person(s), other than for genuine safeguarding concerns and the CEAS Withdrawal Declaration is to be obtained.

This pack includes guidance on:

- Considerations to make prior to choosing a boarding school.
- Considerations to make when visiting prospective schools.
- Special Educational Needs, Disabilities & Medical Needs.
- Financial implications of boarding school.
- Frequently asked questions & answers.



APPENDICES:

- Appendix A - Continuity of Education Allowance (CEA) and eligibility
- Appendix B - Types of Boarding School
- Appendix C - Boarding Schools Database (BSD) guidance information
- Appendix D - Brief overview of the CEA application process



What should I consider prior to placing my child/ young person in boarding school?

Involving your child/ young person

Include the child/ young person in the decision-making process. It is important that they have had input into the decision to engage in boarding education and that they are fully informed about the decision they are making. Some of the most successful transitions occur when the child/ young person has full knowledge of the implications of boarding and are both physically and emotionally prepared for the shift in lifestyle.

You may wish to discuss the following with your children:

- That they will remain within their chosen school following any future assignments and for the duration of the complete stage of education.
- They may not be able to come home regularly particularly if you are assigned overseas or to an area of the country a substantial distance away from the school.
- They will be expected to share a living space and facilities with others and privacy may be limited.
- They will be expected to be independent learners and have the ability to organise themselves and meet deadlines.
- They will be expected to have independent living skills and be responsible for their self-care.
- They will be expected to participate in extra-curricular activities and independent prep.
- They may be living within a diverse community alongside children/ young people of different ages, different cultures and languages to themselves; this will include at weekends.
- Some students at the school will not be boarders so will not be there in the evenings or at weekends- this may have an impact on friendships etc.

Choosing the right school

Boarding education is expensive, and you should be aware of the full costs involved before committing yourself including any additional costs which may be incurred for school trips, support for special educational needs etc. The published fees can link to other additional charges which vary school by school. If you intend to claim CEA, you should be aware that you will be required to meet the costs of the first 10% of the term's fees (8% for state boarding schools) and any costs incurred about the rate of CEA relevant to the stage of education for which CEA is being claimed.

Some top tips for consideration:

- Location of the school: should you be posted away would you want the school close to relatives etc.
- High independent school fees do not automatically result in good or outstanding schools.
- Maintained, or State Boarding Schools, offer lower fees because they charge only for boarding provision with the tuition element being State funded. State boarding schools follow the National Curriculum prescribed by the Department for Education (DfE) and have statutory duties to meet the needs of children/ young people identified with special educational needs and disabilities. Independent schools do not have to follow the National Curriculum, nor do they have statutory duties prescribed by the DfE. All schools must have due regard to duties placed on them by the Equality Act (2010) apart from in Northern Ireland.
- Ensure you and your child/ young person are aware of the school's published policies and that you support their approach. You should find policies in relation to safeguarding, anti-bullying, special educational needs, behaviour and discipline etc. published on their website or available upon request.
- Every child is an individual and a school suitable for one child may not be suitable for another; one child's needs may best be met by a large, highly academic school, while another child needs a small family atmosphere in which to thrive.
- Ensure you are aware of the provision within the boarding house to support social and emotional needs as well as any academic support available within a school. Is there a cost implication for any additional support required?
- Choosing a boarding school is not easy and you will need to gather together as much information as possible. Do visit schools and speak with as many teachers and boarding staff as possible. Try to talk to pupils and other parents. **Do not to commit yourself before you have confirmed that you will be eligible for CEA through engaging fully with the application process.**
- Check school inspection reports which are public documents available either from The Office for Standards in Education (OFSTED), <https://reports.ofsted.gov.uk/> or the Independent Schools Inspectorate (ISI) <http://www.isi.net/>.
- If you intend to claim CEA, the school must be listed in the CEAS Boarding Schools Database (BSD)



Maintenance of Continuity

It is a fundamental condition of entitlement to CEA that a child continues to attend the same school and completes the stage of education for which CEA is issued. Service personnel should carefully consider all the long term domestic and financial implications of claiming CEA before committing to the undertaking; enquiries should be addressed to your Unit HR.

For example, ask yourself the following questions:

- Will your child/ young person be able to continue at the same boarding school irrespective of where you may be assigned in the future? This includes overseas assignments.
- Does the school provide the appropriate standard of education, bearing in mind the qualifications that may be required to proceed to the next stage of education?
- Are you able to make satisfactory arrangements for all travel to and from the school to your duty station during the school holidays?
- Are you confident that you will be able to continue to afford to pay the difference between the school costs and the CEA maximum rate for the duration of your child/children's remaining education? Factor in any additional costs for items such as school trips etc.
- You may want to consider taking out insurance protection to cover school fees due to a change in your entitlement or eligibility that may result in changes to CEA? Schools may charge you fees for a notice period even if you have withdrawn your child/ young person; most schools will require a full-term's notice for which you will remain accountable for the fees irrespective of eligibility to claim CEA for that term. You can only claim for one school at any given time.
- Is it practical/ desirable for your child to remain at the school when their sibling(s) moves to another school on completion of their stage of education. There is no automatic eligibility for siblings of different ages to move together to a new school. How will you manage collections and drop offs?



Visiting a school- what to look out for

Most schools will have an Open Day for you to attend. You may also find it useful to visit the school during term time when it is operating normally, and classes are in progress. If possible both parents should visit the school and it is recommended to take your son/ daughter as well.

Consider the following:

- Are the children/ young people engaged and included in all aspects of the school?
- Do they have a good relationship with the staff- teaching staff and boarding staff?
- How are students with additional needs included in all aspects of school life?
- How does the school environment make you feel?
- How is your child reacting to the environment?
- Will your son/ daughter thrive in the type of atmosphere generated within the school?
- Have the school buildings/ facilities/ resources been invested in?
- What age range does the school cater for?
- How many children/ young people are full boarders and remain at school over the weekend?
- What weekend activities are available for full boarders?
- Are you content with the most recent assurance report for the school?

The Staff- Teaching and Pastoral staff

You will entrust your son/ daughter's care and needs to the school staff and it is important that you feel you and your son/ daughter can develop an open and trusting relationship with them. What qualifications and experience do they have?

The housemaster or housemistress will have an important influence on your son/ daughter. You must have confidence in the people who will be looking after your children in your absence. Ask questions– What happens if your child is unwell? What happens about medical appointments? What are the arrangements for replacing worn out/ lost school uniform? How will meal times and self-care be monitored? How is the behaviour policy applied? How will communication be maintained? What provision is there on the weekends for your son/daughter? How many similar aged students board and are on site at the weekend?

You should trust that the staff at your preferred school will not only care for your son/ daughter but will provide a good education that will allow them to reach their potential. Discuss with staff any concerns you may have or any special interests your child has.



Additional Educational Needs, Disabilities & Medical Needs

If your child has additional educational needs bring these to the school's attention at the earliest appropriate time. You must be certain that the school has the resources and staffing available to meet any evidenced needs. Ensure you have read the school's SEND policy and that you meet with staff within the school responsible for planning and delivering any additional support. You may wish to ask the staff to provide you with an overview of the support your child would get and any additional cost implications.

Please be aware that Independent schools do not have statutory duties to the government of the country they are in. Independent schools set their own policies, can create their own curricular and set their own fees. Ensure you are aware of all policies related to a specific school prior to signing any contract. Independent schools do have duties under the Equality Act (2010) unless they are in Northern Ireland.

If your child has a statutory plan of Special Educational Needs such as a Statement of Special Educational Needs, an Education Health Care Plan (EHCP) or a Co-ordinated Support Plan (CSP) please provide the school with a copy of this and a copy of your child's latest Annual Review. If the Statement/EHCP/CSP is currently being maintained by a UK Local Authority (LA) you must agree the Boarding School placement with the LA and ensure that they will continue to maintain the plan through the Annual Review process. If you don't do this, there is a chance that the LA will cease the plan and its legal status will lapse. Please consult CEAS with any questions about this.

Medical Needs

State-maintained schools have statutory duties placed upon them by the Department for Education in relation to children/ young people with medical conditions:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf

Be aware that Independent schools do not have the same statutory duties placed upon them and therefore it is essential that you are aware of the school's related policy and their procedures for administering any medications.

- Children/ young people at schools with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Schools must ensure, in accordance with their Equality Act duties, that arrangements are in place to support children/ young people.
- School leaders should consult health and social care professional, children/ young people and parents to ensure that the needs of learners with medical conditions are properly understood and effectively supported.
- It is recommended that in consultation with parents, child/ young person and specialist agencies involved with the medical care, that an Individual Healthcare Plan is in place so that all staff are aware of the child/ young person's needs and how to best support them.

Children/ young people should not be refused admission to a school because they have a disability, special educational need or medical need; this can be considered discriminatory.

Remember that the Equality Act (2010) applies to the independent sector who are required by law to make 'reasonable adjustments' from within their own resources.

Further details about reasonable adjustments can be found here:

<https://www.equalityhumanrights.com/en/advice-and-guidance/what-are-reasonable-adjustments> <https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-technical-guidance#h3>

An additional allowance linked to CEA may be possible to meet part of the costs of a child's SEN which is above what is reasonably expected that a school will provide. Refer to the section on SENA in JSP 752 for full details. It should be noted that significant evidence of a child's needs must be accompanied by very clear current evidence that the school is making reasonable provision prior to the allocation of any additional funding. The allocation of additional funding for an individual is under constant review and is not automatically renewed once allocated.

A child/ young person should not be offered a school place under the assumption that SENA will automatically be allocated and will remain for the duration of study. SENA is matched to evidence of significant current need.



What are the financial implications I am recommended to consider?

Boarding education can be expensive, particularly in the independent sector. You need to be aware of the full costs involved before committing yourself and be prepared to meet the costs if CEA is not authorised. School contracts may contain potential hidden costs, of which you should make yourself aware as such costs will be your responsibility.

Contracts - when you accept a school place at a boarding school, you will be asked to sign a contract with that school which is legally binding to you (as a parent) and the school. **Please remember that this is not a MOD contract**, it is a contract that you are personally making with that school. Ensure you read the school's terms and conditions. Any breach of the terms and conditions can be considered a breach of contract and it is recommended you seek legal advice. CEAS cannot provide legal advice.

A school may ask you to agree that your child attend the school for a set period to qualify for a 'Forces discount'. This is not an arrangement which has been negotiated with the MOD but an arrangement the school has proposed. If you decide to withdraw your child before the minimum period has been achieved (for whatever reason), you may be liable to reimburse the cost of any discount initially applies. **If your school asks you to sign such a contract you must consider how you will make provision to repay this money if things go wrong; unit HR are not in a position to advise on this issue and you should consider the full implications of withdrawing the child(ren)/young person(s) before doing so; eligibility to CEA may be affected.**

Examples of reasons that a child might leave a school before a minimum time is achieved:

- A child is asked to leave the school– permanent exclusion.
- The school bars a child from the boarding houses.
- The school states it cannot provide for a child's special or additional needs. (If this is the case then please take legal advice as the requirements of the Equality Act 2010 do apply to the independent sector and they must have made 'reasonable adjustments' to try and provide for a child with SEN. Seek further advice from CEAS if required).
- A child becomes ill or is injured and cannot continue at the school.
- A child is unhappy at the school and the parents wish to withdraw the child.
- The Service parent becomes ineligible for the allowance or is made redundant. Certain provisions exist regarding CEA, for example due to medical discharge. Please refer to JSP 752 for further detail and/or seek advice from your Unit HR.
- The family or financial circumstances change.

The contract may require you to give one term's notice if you decide your child should leave the school. In cases where one term's notice cannot be given to the school, the school contract may require parents to pay one term's fees in lieu of notice. **The MOD will not cover this cost with an additional claim for CEA.** Before signing the contract, ask for a copy of the contract to take away and read it carefully. Some schools have taken parents to court or used bailiffs to recover money that they were liable to pay, as they defaulted on terms of the contract. Independent schools are businesses.

You may wish to consider taking out an insurance policy to cover such eventualities.

CEAS contact details:

All enquiries should be sent via email in the first instance:

RC-DCS-HQ-CEAS-@mod.gov.uk

Defence Children Services
Building 183, Trenchard Lines, Upavon, Pewsey, Wiltshire, SN9 6BE

Website: <https://www.gov.uk/government/groups/the-childrens-education-advisory-service-ceas>



Ministry of Defence

Frequently Asked Questions

Question	Answer
Does CEAS provide advice and guidance on CEA eligibility and the application process?	No; you must seek this advice from unit HR.
Can CEAS staff recommend a school or comment on whether the school is performing well?	It is the responsibility of the family and child/ young person to choose the school which best suits their needs. CEAS can assist you to make an informed decision.
Do CEAS mediate between the school and the family?	CEAS are an advisory body for Service personnel in relation to the education of their child/ young person. The MOD does not hold the contract with the school and therefore the school has no duties to MOD staff. Parents are best placed to discuss the needs of their child/ young person with school staff. CEAS will be available to provide guidance and make recommendations to parents in relation to their rights and responsibilities.
How long before a Service Person's end of service date can I start claiming CEA?	A Service Person must have at least 12 months to serve and will not have applied for early termination when making an initial CEA claim (for those for whom the family home is their own home and the service person is within their last 2 years, an initial claim will not be authorised). The date is taken from the day the child starts at school.
How long does the application process take?	Once the application has been entered onto JPA, the process can take up to 6 weeks. All enquiries must be taken to Unit HR.
Do I go to CEAS to review my entitlement to CEA?	No. On arrival at a new duty station you are required to submit a new CEA EC to confirm continued eligibility to CEA or when your personal circumstances change, your CO is responsible for initiating a review of CEA with a view to ceasing the entitlement when eligibility rules are no longer fully met.
Why does my CO have to sign the CEA Eligibility Certificate?	The CO (or their formally delegated representative) is required to conduct an eligibility check on each application and provide a written response to PACCC.
Why would the PACCC request a review of entitlement?	PACCC may initiate a review of CEA eligibility if the information provided in the CEA EC or PACCC casework indicates that the family home has not relocated more than 50 miles or you have not been assigned more than 50 miles from your previous assignment location for 2 consecutive assignments or if the assignment authority states the Service person is not likely to move in the next 4 years. Further, if any element of the eligibility criteria directed in JSP 752 is not met, your CEA eligibility will be reviewed.
Can I live in my own home and still be eligible for CEA?	Yes, provided that the family home is within 50 miles of the current duty station in which the whole family is residing (accompanied) and on the understanding that should you be assigned you move the family home more than 50 miles from your own home and served permanently accompanied at your new assignment station. However, you may not submit an initial claim for CEA if you are within 2 years of leaving the service and the end of your contract.
If my child/ young person has special educational needs, can I claim additional	Special Educational Needs Addition (SENA) is available but is not guaranteed. Additional funding



allowances for any extra tuition they require, and/ or any specialist reports required?	will be allocated upon review of information provided to the family from the school. SENA is under constant review. Reimbursement of the fees for specialist reports will only be given if CEAS requests the reports ahead of them being conducted.
For the purposes of CEA, how is a boarding pupil defined?	<p>A full boarding pupil is one who lives (including overnight) at the school during term time for 7 days per week, apart from exeats, half terms, holidays and, on the agreement of the Head Teacher, some weekends.</p> <p>A weekly boarding pupil is a child who lives at the school for a minimum of 4 consecutive nights per week, e.g., Monday-Thursday nights inclusive. Saturday night cannot be counted as one of the 4 consecutive nights.</p>

APPENDICES

Appendix A: Continuity of Education Allowance (CEA) and eligibility



What is Continuity of Education Allowance (CEA)?

Continuity of Education Allowance (CEA) assists Service personnel to facilitate continuity of education for their child/ young person. The objective of CEA is to potentially mitigate the impact of mobility of a child/ young person's education by allowing the child/ young person to remain in one school for the duration of their studies/ stage of education. In claiming CEA, a Service person must fully accept that accompanied service, family and assignment mobility are the overriding principles for maintaining eligibility. If the family move from an area, the child/ young person remains in full boarding.

The Regulations regarding CEA are contained in JSP 752 Chapter 14. Any questions in relation to eligibility for CEA must be directed to your Unit HR; before committing to a contract with the school but after a place at the school has been formally offered. For each term that you claim the allowance, you will be confirming that you have read and understood the regulations and it is essential that you update yourself on these regulations each time you make a claim.

CEA is not a general education subsidy and not automatically transferable from one school to another. You will need to re-new your eligibility certificates for every new assignment or change of school via your Unit HR. Once CEA has been initially authorised, it does not confer retention rights; eligibility will be reviewed after every assignment and/or changes in personal or family circumstances. If the service person fails to meet any of the eligibility criteria, CEA may be withdrawn.

It is crucial to identify a suitable long-term plan for your child from the outset. It is a fundamental condition of entitlement to CEA that a child continues to attend the same school and completes the stage of education for which CEA is issued. Only in exceptional circumstances will changes be considered and for which PACCC authority is required.

Am I eligible for CEA?

Full details should be accessed by all applicants directly from JSP 752. All eligibility enquiries **must** be directed to your RAO/ Unit HR. CEAS staff are not SMEs on MOD allowances and will not interpret nor apply the regulations to your circumstances.

The following provides a summary of responses to frequent enquiries. All information is taken directly from JSP 752:

Family Mobility- Families are expected to move in excess of 50 miles for each assignment and acceptance of accompanied service and family mobility is inherent in claiming CEA. An exception to this requirement can be for those Service personnel classified as Involuntarily Separated (INVOLSEP). Advice on this can be sought from your HR Admin Branch and potentially casework to Pay and Allowance Complaints and Casework Cell (PACCC) will be required.

Eligible Child/ Young Person - A child/ young person becomes eligible, under the right circumstances, for CEA from the beginning of the academic year in which they reach the age of 8 years, until the end of the stage of education during which the child reaches their 18th birthday. **You must consult with CEAS and obtain evidence of contact with CEAS prior to placing your child/ young person in a year group other than their chronological year group.**

Eligible School- Planned placements need to be at a school that is registered on the MOD Boarding Schools Database (BSD). The BSD changes frequently and schools inspected by the appropriate regulatory bodies as not meeting expected standards will be removed; the MOD does not inspect schools prior to inclusion on the BSD. The BSD is maintained by the Children's Education Advisory Service (CEAS) and the most current version can be obtained by emailing CEAS on RC-DCS-HQ-CEAS@mod.gov.uk

Any exceptionality to the guidelines delivered in JSP 752 is determined by submitting a case to the Pay and Allowance Complaints and Casework Cell (PACCC), through your unit HR where each case will be considered on an individual basis. This includes decisions about placing a child/ young person in a year group other than their chronological year group or changing schools within a stage of education.

Refer to Appendix C for further information on the BSD.

WHAT TYPES OF SCHOOLS ARE AVAILABLE?

There are a range of different types of school to consider in both the maintained (state funded) and independent (private) sectors of education. The type of school you choose for your child will be individual and may, for example, depend on the age you wish them to start boarding. The schools can be categorised as follows:

- Maintained state secondary schools, also known as state boarding schools age range 11- 16 or 18 years. These are funded by the government and therefore they must follow the National Curriculum and adhere to statutory duties placed on them by the Department for Education.
- Independent Preparatory Schools- age 7 to 13+.
- Independent Senior Schools- age ranges from either 11 or 13 years through to 16 or 18 years.
- Independent Integrated 'All Age' Schools.

Independent schools do not have statutory duties to the government of the country they are in. Independent schools set their own policies, can create their own curricular and set their own fees. Ensure you are aware of all policies related to a specific school prior to signing any contract. Independent schools do have duties under the Equality Act (2010) apart from those in Northern Ireland.

Maintained Boarding Schools

Some local authorities provide boarding education in State Maintained Schools. Many of these schools have a high academic reputation and some of them are selective. The tuition fees are paid by the state sector and CEA can be used to pay towards the boarding element. Most Maintained Boarding Schools accept pupils from 11+.

Further information can be found on the State Boarding Forum website: <https://stateboarding.org.uk/>

Independent Preparatory Schools

Preparatory Schools, as the name implies, prepare children for entry to the senior or public school at the age of 11 or 13 years old. These schools offer a wide choice of environment and attempt to give their pupils access to a wide range of activities both in and out of school. The normal age of entry is 8 or 9 years and pupils are generally prepared for the Common Entrance Examination (CEE) at 13+. Many of these schools are expensive with fees substantially more than the junior rate of CEA. You should be aware that if you place your child/children in a Preparatory School that goes through to the end of Yr 8, age 13+, then your child is expected to remain there, i.e. complete the stage of education, until the end of Yr 8. Exceptionally a child can move from a Preparatory school to another school at the end of Yr 6– again it is vital to note that you must obtain prior permission to do this from PACCC if you wish to continue to claim CEA, please see JSP 752.

Independent Senior Schools

Independent senior schools can be either single sex or co-educational. The age of entry varies but is usually 11 years or 13 years old. Entry is sometimes dependent upon completion of a satisfactory exam and/or interview. However, in some cases the previous school report and interview are all that is required. Some schools may offer a boarding 'taster' where the pupil stays at the school overnight and attends lessons for a day.

Independent Integrated Schools

Some independent senior schools have their own Preparatory schools or are affiliated with a Preparatory school. These should not be confused with Integrated Schools.

The Independent Integrated School provides education for children between the ages of 7/8 years to 16 or 18 years old, i.e. some schools in this category do not have sixth forms. Some parents prefer integrated schools because pupils do not have to change from one school to another. However, bear in mind that CEA is paid for continuity of education so that your child would remain in that school for as long as that school provides education.



Sixth Form Colleges/ Colleges of Further Education (FE)

There are a number of independent and maintained colleges which have residential accommodation where CEA may be claimed. They offer a wide variety of academic and vocational courses. You need to be aware that **if you have not claimed CEA** for your child **up to this point** you **will not** routinely be eligible to claim CEA purely for attendance at 6th form. You should speak to your HR Admin branch in the first instance and seek further advice from CEAS if needed.

Stages of Education

For CEA, a child's education is broken down into 3 distinct stages as set out below. The age of the child at which each stage commences may vary with the school attended but, in general, junior or preparatory school ceases between the ages of 11 and 13, and secondary or senior school education is generally complete by age 18.

The 3 stages are:

- a. Primary, junior or preparatory school: if your child/children are in a Preparatory school that goes through to the end of Yr 8, (age 13+ years) then they must remain at that school until the prep stage ceases. You may only move to another school earlier with exceptional authority from PACCC. If the move is allowed, you can only move to a school which goes through to at least Yr 11 (16+ years). Moving school at any point within a stage of education will require casework to PACCC as detailed within JSP 752.
- b. Secondary or senior school.
- c. A-Level or academic equivalent or equivalent vocational training or sixth form college studies. From September 2018 CEA Claimants are expected to acquire new CEA Eligibility Certificate when a child is preparing to enter 6th form. This is in all cases, not just when changing schools. Further information can be found in 2018DIN01-020.

Each stage of education is to be considered independent of the others for the purposes of establishing eligibility to CEA. Irrespective of assignment and/or other changes in personal circumstances, a CEA EC will only be valid up to the end of the stage of education that the child/young person is currently in.

Allocation of year group

On initial placement into a school or on change of school the child must be placed in their correct chronological year group. If, on initial placement, or at any time thereafter, the school advises that the child should be placed into a different year group, the claimant is to make a written application (including the advice of the school) to the CEAS. The CEAS will make a recommendation to the claimant on the placement of the child out of chronological year group which the claimants should forward to the PACCC, copied to their Unit HR. Should the claimant wish to make a claim for the child beyond the age of 18 then casework must be submitted to the PACCC, no earlier than the commencement of Year 10.

Treatment of a Stage of Education for Eligibility Purposes

For the purpose of eligibility each stage of education will be treated as a separate part of the educational process. Many schools will, however, be able to provide continuous education for more than one stage. At each change in stage of education your eligibility certificate must be renewed and you must contact CEAS for your ISN and to obtain boarding school advice.

BOARDING SCHOOLS DATABASE (BSD) – EXPLANATION OF BSD INFORMATION

Below is an example entry on the BSD. Each section has been explained so that you can identify the important parts of information you must consider when selecting the school you intend to send your child/children to. The explanation boxes are colour coded to assist you in identifying their importance for consideration. The colour codes are:

ASD ID	Name of School	State Boarding (SBS)/ Independent (Ind)	Active / Non-active	County / Country	Boarding Facilities	Boarding Gender	Boarding Age (year group)	Jnr / Prep Dept	End of Jnr rate	Code
518	The Duke of York Royal Military School	SBS	Active	Kent	Full boarding	Co-Edn	Yr 7 - Yr 13	No		2S

Name of School

Whether the school is an active school or not – CEA can only be claimed for Active schools

What type of boarding facilities are on offer at the school

Age range of children (by year group) boarding at the school

What year the CEA Junior rate ends (if applicable to the school)

This informs what type of school it is:
Ind – Independent
SBS – State Boarding School
SBS/Sixth form only – a State Boarding School that is Sixth Form only

What county the school is in

Boarding gender; Boys, Girls or Co-Educational

Whether the school has a Prep dept or not

What rate of CEA can be claimed – check with your unit HR for the most recent rates

- General information relating to the school.
- Information on the type of boarding offered, whether it is boys, girls or Co-education, what age ranges are taught and if it is active or not.
- Critical information on what year group the rate changes from Junior to Senior rate, and the CEA rates code.



CEA CODES ENTERED ON ACCREDITED SCHOOLS DATABASE

Code		Claim Rate	
1	X	Junior Fees Only	NSI
1	A	Junior Fees Only	SENA (SP)
1	S	Junior Fees Only	SBS
2	X	Senior Fees Only	NSI
2	A	Senior Fees Only	SENA (SP)
2	S	Senior Fees Only	SBS
3	X	Junior/Senior Fees beginning Yr 8	NSI
3	A	Junior/Senior Fees beginning Yr 8	SENA (SP)
3	S	Junior/Senior Fees beginning Yr 8	SBS
4	X	Junior/Senior Fees beginning Yr 7	NSI
4	A	Junior/Senior Fees beginning Yr 7	SENA (SP)
4	S	Junior/Senior Fees beginning Yr 7	SBS
5	X	Junior/Senior Fees beginning Yr S1	NSI
5	A	Junior/Senior Fees beginning Yr S1	SENA (SP)
5	S	Junior/Senior Fees beginning Yr S1	SBS
6	X	Junior/Senior Fees beginning Yr 9	NSI
6	A	Junior/Senior Fees beginning Yr 9	SENA (SP)
6	S	Junior/Senior Fees beginning Yr 9	SBS
X	S	Senior Fees only Yr 12 to end of Yr 13	SBS

- X - NSI Non-specialist schools
- A - SP Specialist provision schools
- S - SBS State boarding schools
- XS - 6th form only
- 5 - Scottish curriculum only



CEA Application Process for Service Personnel

