



**Learning**  
Community Trust

## Managed Move Protocol

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<b>Next Review date:</b>	<b>March 2023</b>

## LCT Managed Move Protocol

### Background

Managed Moves between schools can be used as an intervention to reduce the risk of a child being permanently excluded.

Current government guidance Exclusion from Maintained Schools, Academies and Pupil Referral Units (2012) advises school leaders that:

‘A pupil can transfer to another school as part of a ‘managed move’ where this occurs with the consent of the parties involved, including the parents.’

Sir Alan Steer in his report Learning Behaviour: Lessons Learned. A review of behaviour standards and practices in our schools (DCSF 2009) described Managed Moves as:

... an appropriate strategy to promote the reduction in numbers of pupils being excluded in mainstream schools. This should be seen as a piece of preventative work to support pupils at risk of exclusion.

There is no requirement from the Department for Education for schools to use Managed Moves, however in Telford, the LA recommend that schools consider their use as an alternative to permanent exclusion. This document outlines where schools can access support to implement and monitor them.

### Definition of a Managed Move

A Managed Move is a formal agreement between two schools, a child and parents/carers. It allows a child at risk of permanent exclusion to transfer to another school for a trial period of 6 school weeks. If the move is deemed to be a success, at the end of this period, the child will formally transfer to the proposed school. If, during this period, the move is unsuccessful, the child will return to their home school.

The move requires the agreement of the child’s parent/carer, the head teacher of the child’s current school (the home school), the head teacher of the proposed school and the Trust Executive Principal when between LCT schools

Outside of the Local Authority formal managed move process, with parental agreement, schools are able to make their own informal arrangements whereby a pupil has a trial period in another school. School leaders will need to ensure that such provision is outlined in the relevant school policies e.g. admissions, behaviour and attendance.

In such cases, during the trial period, the receiving school will need to keep a space available for any other school application that may be made.

### The Context for Managed Moves

A Managed Move is never an early or first response when a child is failing at school because of his behaviour. Rather it should be considered as part of a measured response to supporting his emotional social and behavioural needs. It is likely to be a strategy considered in the later stages of a **Pastoral Support Plan (PSP)** where there is little or no evidence of success.

A Managed Move would not normally be appropriate when:

- A child has a history of persistent absence
- A parent is seeking a straightforward transfer to another school
- The child is not on a school roll
- The child would not return to the home school if the placement is unsuccessful

Occasionally a Managed Move to another school is suggested as a solution to issues raised in the Common Assessment Framework (CAF) and would be appropriate if the following criteria are met.

#### **Criteria for Managed Moves**

- The child was previously highlighted as being at risk of permanent exclusion.
- The school and family share the view that the home school has, at present exhausted all reasonable strategies to prevent a permanent exclusion.
- The school and family share the view that the proposed school is likely to be able to offer something sufficiently different to make the Managed Move viable. This may be the size/location of the school or a new peer group/teaching team/curriculum, depending on the particular issues at the home school.
- There is a clear audit of the child's strengths and capabilities that can form the core of a transition plan in the proposed school.
- The family is committed to supporting the process.

Head teachers should consider the use of Managed Moves in the context of the following:

- The school's behaviour and SEN policies which include a commitment to a range of responses to breaches of the school's behaviour policy eg Pastoral Support Plans (PSP) or equivalent and CAF if appropriate.
- Current government guidance Exclusion from maintained schools, Academies and pupil referral units in England, which states that parents should never feel pressured into removing their child from a school under threat of a permanent exclusion.

Before setting up a Managed Move, school staff should ensure that they have followed the SEN Code of Practice so that the child has clearly identified BES needs eg IEP/IBP/PSP and that a range of strategies have been tried which involve outside agencies as appropriate eg

- Education Psychology Service
- Advisory Teaching Service
- Outreach Service
- Youth Support Service
- CAF

Parenting support

- Family Connect
- Information Advice and Support Service (IASS)
- SEND IASS

In a small number of cases, a crisis may precipitate unexpected and challenging behaviour, in such cases a Managed Move may supersede a PSP or IEP.

## **The Process**

The head teacher/School Lead of the home school should contact the parents to agree the appropriateness of a Managed Move in the first instance. It is important at this stage that parents understand the process and their responsibilities.

Appendix A

If parents and the School Lead agree that a Managed Move is appropriate, the head teacher/School Lead is responsible for contacting the head teacher of a proposed school to request the move, setting out reasons why the move might work. This should generally be the next appropriate school to the child's home, unless there are exceptional circumstances. The proposed school can exceed their indicated admission number to accommodate a Managed Move.

Once a proposed school has agreed to the move in principle, we recommend that the head teachers discuss financial arrangements prior to the formal Managed Move meeting.

Appendix B

### *Gathering information*

Before convening the meeting, the home school will have to gather information to inform the Managed Move Meeting. This should include:

#### *Views of the child*

While it is expected that that child should attend some if not all of the Managed Move meeting and encouraged to express views freely and honestly, it may be difficult to do this during the formal meeting. An adult who has a good rapport with the child should find out what he thinks about the current situation. It may be useful to have the parent or another adult not employed by the original school to help the child prepare a written statement or complete the questionnaire whenever possible.

Appendices C and D

#### Evidence of all previous interventions

- Copies of IEPs/PSP reviews
- Behaviour log and consequences.
- Behaviour analysis
- Evaluation of any strategies suggested by EPS, APS (Previously PRS) ATS
- Attendance record and support
- Looked After Child's Personal Education Plan
- Exclusion data
- KS4 – record of options
- Most recent assessment and attainment data

#### *Summary of current support*

The school will also summarise the support from any relevant agency already supporting the child. The key aspect of this evidence is the previous and current action on the part of the school to deal with the behaviour. The Managed Move will only make a difference if it can provide something more or new to current provision.

## Managed Move Meetings

We recommend that the head teachers of both schools attend all Managed Move meetings. It may help for an additional key member of staff to attend to coordinate the support for the transfer.

### *Practical arrangements*

- The Managed Move meetings are usually held at the proposed school.
- The home school is responsible for inviting parents, the Inclusion Adviser (IA) from the EP&I team and appropriate outside agencies giving ample advanced notice. The Strategic Lead will advise the school about which Inclusion Adviser (IA) will attend the Managed Move meetings. The home school may also liaise with the proposed school to invite professionals from other agencies e.g. EPS, Health, YSS, Social Care who may be able to work with parents, the child and the school to make the Managed Move work.
- Wherever possible the meeting should be held during the school working day.
- Parents are a crucial part of the Managed Move process and the school should try to
- arrange a time when it is convenient for the parents to attend the meetings.

### *The proposed school needs to:*

- Book a suitable room with comfortable, level seating and a table
- Ensure refreshments are available - water as a minimum
- Offer parents and the child the opportunity to make notes during the meeting by providing pens and paper
- Provide an information pack for the family about the school including key policies and relevant dates

### *The purpose of the Managed Move meeting is to:*

- share an understanding of
  - the reason for the move – briefly, as this will already have been discussed with parents, the EP&I team and the proposed school before the meeting
  - factors that give the home school confidence that the move might work
- set targets for the child and commitments by both schools and the parents along with any other agency represented to make the move successful. One of the targets will normally be for the child to match the attendance target of the school
- clearly outline time lines and what will happen if the Managed Move is successful or not successful.

The proposed school will need to be prepared to commit additional support from within the school resources as part of the Managed Move as appropriate.

At the conclusion of the meeting, everyone will need to be clear about what is to be done, by whom and by when. A date for the 3 week Review Meeting will be set.

School staff should agree with parents whether and for how long the child should attend the meeting.

### *Generally:*

- A child at secondary school will attend the whole meeting
- A child in Junior years will join the meeting after the adults have agreed the main elements of the support plan

- It may not be appropriate for a child in Infant years to come to a Managed Move meeting at all. The child's parent or class teacher will need to talk to the child after the meeting.

In some cases the child may be too upset, anxious or angry to agree any commitments. This is normal and should not prevent the Managed Move going ahead if the head teacher of the proposed school feels it is appropriate.

Parents are central to the process and need to be present at meetings and willing to make a commitment to the Managed Move.

After the initial Managed Move meeting and each review meeting the head teacher will need to make sure all relevant staff understand what has been agreed.

A Managed Move normally runs for 6 school weeks to ensure the child has the opportunity to meet the targets consistently. A formal review is held at around 3 weeks. In exceptional circumstances the plan can be extended for a further 4 to 8 weeks. Such circumstances involve events beyond the control of the child that may reduce his chances of meeting the targets set for him e.g. family bereavement or major change in family or school circumstances.

#### *Monitoring*

A member of the proposed school staff will normally meet the child regularly to review his progress towards the Managed Move targets. This gives the child the chance to identify what has gone well and how to replicate success.

During the Managed Move the proposed school should provide the home school with a weekly record of the child's attendance.

The key people who attended the original meeting will be invited to the 8 week and to the 16 week review to examine progress.

#### *During the 3 week review:*

All commitments agreed at the initial meeting need to be reviewed. School staff will share reports about the child's progress towards the targets. Any supporting agencies will report on the commitments they made. Staff, parents and other professionals may make adjustments to their commitments if necessary. The targets set for the child usually stay the same for the 6 week period.

Focusing on solutions is the key to success. If the current provision does not meet the child's needs, further measures should be identified at the review to help him sustain his place in the proposed school. Occasionally the targets set for the child at the initial meeting are not relevant in the new setting whilst other issues have arisen that threaten the success of the move. In such cases the proposed school should liaise with the home school, the parents, and the IA who attended the meeting to set different targets. This can happen without the need for another meeting unless the proposed school feel it is necessary.

#### Appendix F

#### *At the 6 week review:*

If a Managed Move is still in place by week 6, it is expected that the proposed school will deem it has been successful. The 6 week review is an opportunity to congratulate all concerned for making the move a positive one, including the child who has responded to the support offered.

School staff may continue to support and monitor their behaviour as in most cases the child will continue to have challenging behaviour despite the progress they have made.

If it appears that the Managed Move is failing between review periods, the proposed school will need to call an interim review with parents, the Strategic Lead and the home school to discuss options

### **What if the Managed Move breaks down?**

If the head teacher of the proposed school feels that the Managed Move is not working, they will need to:

- Contact parents, the home school and the IA immediately – by phone if possible and by letter on the day of the decision, detailing the reason for ceasing the move.
- Appendix G
- Prepare a report for the home school detailing the support that had been provided as well as the attendance log. It will help the home school plan for the child's return if they know about strategies that had been partially successful as well as those that have not.

The proposed school does not need to call a meeting when the Managed Move has broken down. At this point, the home school becomes the focus for planning for the child.

The home school will need to convene a meeting to agree an education plan for the child within 5 school days of the end of the Managed Move.

The head teacher of the home school will need to consider the reasons for the failure of the Managed Move and follow the exclusion guidance in respect of any days that the child is not permitted to attend school after the Managed move has ceased.

If the child behaves in a way that warrants a fixed period exclusion at the proposed school, the head should liaise with the head teacher of the home school to discuss the continued viability of the Managed Move.

If the child behaves in a way that would normally warrant permanent exclusion at the proposed school, the head teacher of that school will generally decide to cease the Managed Move. The head teacher of the home school can then consider the information

provided by the proposed school and consult with the Strategic Lead if appropriate, before deciding whether to exclude and if so, for how long.

### **Exclusions and Managed Moves**

Managed Moves used as an alternative to permanent exclusion

Occasionally a head teacher will permanently exclude a child for a one-off offence

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

In such cases, the head teacher may not have previously alerted the Strategic Lead about the child but the head teacher has the option to withdraw the permanent exclusion in favour of a Managed Move if they wish. If the Managed Move subsequently fails, the head teacher may decide that the child can return immediately to the home school or that a fixed period exclusion is an appropriate response to the behaviour that led to the failed move.

Alternatively, the head may choose to state at the outset that the child will be permanently excluded from the home school with immediate effect should the Managed Move fail. In such cases this will be discussed before the initial Managed Move meeting with the Strategic Lead and recorded by the IA on the agreement signed by both head teachers and parents.

### **Keeping pupil registers**

During the Managed Move, the child remains on roll at the home school and the proposed school registers the child as dual registered.

On the day after the final review, if it has been agreed that the Managed Move has been successful, the child is sole registered at the proposed school and taken off the roll of the home school. The IA will be able to advise further on using codes if necessary

### **Managed Moves and SEND**

When a child has a statement of special educational needs or EHC Plan, and is at risk of exclusion, the school should follow the following procedures before a Managed Move is set up.

Before approaching the head teacher of another school, the home school should liaise closely with parents, an education psychologist and the Strategic Lead to discuss how a Managed Move might work. The SEN casework officer for the school will also be able to advise about processes. Any transport implications need to be taken into consideration as part of this decision.

The proposed school must be able to provide suitable, full-time education, appropriate to the special educational needs as set out on the child's statement/ EHC Plan. Any additional support identified through the child's statement/EHCP will need to be transferred to the proposed school from the home school's SEN allocation. This should be agreed prior to the initial Managed Move meeting.

If the Managed Move is successful, an interim review of the Statement/ EHC Plan will need to take place. This could happen at the 16 week review meeting. This will provide the necessary information for the LA to consult formally with the receiving school and amend the statement/ EHC Plan to name the new school as the sole registered base.

Any Managed Move from a Special School must be discussed with the SEN casework officer as part of the initial discussion before any formal meeting is held.

### **Appendix A – Leaflet/Guide for parents/Carers**

What is a managed move?

When could a managed move be set up?

Who will be involved in setting up a Managed Move?



Should my Child come to the meetings?  
Preparing for a Managed Move meeting  
What will happen in the first meeting?  
How long will the Managed Move last?  
How will we know if the plan is working?  
Special Educational Needs  
What if the Managed Move is not successful?

## **Appendix B**

Although it is flexible, and head teaches can agree locally how to proceed, a suggested model for the financing of Managed Moves is as follows:

An amount of funds is agreed, and issued by the home school to the proposed school for the Managed Move period. To assist, an Age Weighted Pupil Unit (AWPU) figure can be provided

- If unsuccessful at any stage, a proportionate amount of funds is returned to the original school.
- If the Managed Move is successful, then the home school should forward any remaining funds received (from the date the pupil is taken off the home school roll) for the child for the respective academic year to the new school.
- The Local Authority is unable to arrange the transfer of funds on behalf of schools. Financial
- arrangements should be confirmed and conducted by schools, if appropriate, following the initial and final Managed Move meetings.

### Appendix C - Managed Move

Prior to the meeting, this form is to be completed by the home school and brought to the initial Managed Move Meeting

<b>Child Name:</b>		<b>Home School:</b>	
<b>SEND Code</b>	<b>LAC</b>	<b>Attendance</b>	<b>Fixed Term Exclusions</b>

Other external professionals involved with student:		
Name	Body	Current level of involvement

Please tick in one box only for each category	Overall Good	Overall Satisfactory	Overall Poor
Effort			
Attitude to staff			
Attitude to Peers			
KS3 English Attainment			
KS3 Maths Attainment			

Measures taken by School to support behaviours	
Measures inc. Alternative Provisions	Level of success

Reasons for Managed Move? Why might a move to new school be successful?	
Transport is the responsibility of the home school	
How will the child get to the proposed school?	
Has the parent been involved in the transport arrangements for the managed move?	

Key Stage 4 Courses		
Home school Subjects	Exam Board	Can New School Deliver course? (Y/N)
English		
Maths		
Science		
Geography and/or History		
French/Spanish/German		

**Appendix D – Student Thoughts about the school**

Name:

Date:

The things I like best at school are:

The things that I am good at or interest me are:

The things I don't like about school are:

I think school would be better for me if:

**Appendix E - Managed Move Initial Meeting**

This form is to be completed by the home school and circulated to all stakeholders

<b>Child Name:</b>		<b>Date of Meeting:</b>	
<b>Address:</b>			

<b>Name of home school:</b>	
<b>Home School Representative:</b>	

<b>Name of proposed school:</b>	
<b>Proposed School Representative:</b>	

<b>Reasons for proposed move</b>

<b>What do staff from home school know about the child that makes them think the Managed Move might be successful?</b>

<b>What needs to happen for this Managed Move to be successful?</b>
<i>The child will need to:</i>
<i>The school will need to:</i>
Named 'in-school' contact for the child and parent:
<i>The parents will need to:</i>
<i>Other agency commitment to Managed Move:</i>

<b>Start Date/Time</b>	<b>3 Week Review Date</b>	<b>Final Review Date</b>

<b>Transport Arrangements:</b>

<b>If the Managed Move fails:</b>

<b>Attendees Signatures</b>
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Child:	Parent:
Home School:	Proposed School:

<b>Appendix F - Managed Move Review Meeting</b>	
This form is to be completed by the home school and circulated to all stakeholders	
<b>Child Name:</b>	<b>Date of Meeting:</b>

<b>Home School Representative:</b>	
<b>Proposed School Representative:</b>	

<b>Child Progress towards integration:</b>

<b>School support including level of success to date:</b>

<b>Child's parent contribution to the move:</b>

<b>Other agency support:</b>

<b>Actions to make the move successful (All stakeholders)</b>		
<b>No</b>	<b>Action</b>	<b>Lead/Completion Date</b>
1		
2		
3		
4		
5		

<b>Date of next meeting:</b>	
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### Sample Letter in the case of a failed Managed Move

Dear (Name of Parent or Guardian)

(Child's name) (Date of birth)

I have today made the decision to end the Managed Move arrangement that was set up with (name of home school lead), on (date of original Managed Move meeting) The reason for my decision is as follows:

***The reason for ceasing the Managed Move should be given in plain English. As in the case of a permanent exclusion, the head teacher should***

- ***make it clear that any key incident has been investigated fully,***
- ***check whether the incident was provoked by racial or sexual harassment***
- ***allow the child to give their version of events.***

This decision to end the move takes effect from (date). I enclose details of previous warnings, fixed period exclusions and other disciplinary measures that have been taken before today.

I also include details of the support that was put in place eg

- mentoring/pastoral support
- academic support - adapted curriculum/timetable
- specific behaviour management strategies

(name of Lead of home school) will be in touch to discuss what will happen next.

Yours sincerely

Principal

(School)