

PERMANENT MANAGED MOVES PROTOCOL

Produced: 24 October 2022. Updated 14 September 2023.

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1. INTRODUCTION

This protocol has been developed in accordance with the Department for Education guidance outlined below;

- Suspension and permanent exclusion guidance, including pupil movement, published May 2023. ,
- Behaviour in Schools Guidance, September 2022.
- School Admissions Code, September 2021

For the purpose of this document the term 'school' refers to maintained schools, independent schools, free schools, studio schools and academies. The term 'headteacher' refers to headteacher or principal of schools.

The protocol has been developed in consultation with representatives from Together for Children, Sunderland City Council and Primary and Secondary mainstream schools in Sunderland. The child's voice has been taken into consideration as a result of the research that was carried out by the University of Sunderland, *The enablers and barriers to successful managed moves: the voice of children, parent/carers and professionals*, <http://sure.sunderland.ac.uk/id/eprint/11942/>. The protocol has also taken into consideration some of the recommendations provided in the aforementioned University of Sunderland research.

There are occasions when a child can display inappropriate behaviours in school and in line with a school's behaviour policy a managed move may be considered as a behavioural strategy to prevent a suspension or further suspensions and reduce the risk of a child being permanently excluded.

A managed move should not be an early or first response to inappropriate behaviours displayed by a child. It is expected that schools will have considered accessing support from appropriate services, and where a child has a special educational need, has made reasonable adjustments to meet a child's needs.

A managed move can be considered as part of a measured response to supporting a child's emotional, social and behavioural needs. It should be considered in the later stages of a pastoral support plan (PSP) where there is little or no progress.

As a voluntary arrangement managed moves can be made between schools and parents without the local authority input. However, in Sunderland it has been agreed that Together for Children, on behalf of the local authority, will monitor pupil movement between schools and therefore recommend that to ensure transparency, fairness and consistency that either prior to agreeing to such a move that some consultation is held with a member of the Inclusion and Access Team to ensure the

managed move is appropriate and/or invite a member of the team to a managed move meeting.

2. WHAT IS A MANAGED MOVE

A managed move is a voluntary agreement between two schools, a child and their parent/carer, and endorsed by Together for Children. It is used to initiate a process which leads to the transfer of a child to another mainstream school permanently. A managed move is different to that of an off-site directed placement in that it is a voluntary arrangement, the child will move permanently to the new school and the child will be provided with a support package for a period of six weeks from their previous school. It is also slightly different to an in-year school transfer in that additional support is offered during the first six weeks of the move to that which would be normally expected when a child transfers from one school to another mid-year.

Parents/carers have the right to apply for a school place at any time and do not necessarily have to participate in a managed move.

3. PRINCIPLES

All schools must act in a spirit of partnership and collaboration for the managed move arrangement to work.

Managed moves are conducted with the following principles in mind;

3.1 Respect for equal opportunities

Schools will participate in managed moves ensuring a fair balance between the needs of individual children and the needs of the school community.

A managed move is a voluntary arrangement and no pressure must be put on to a Headteacher or a parent/carer or a child if it is felt that the move would not be in the child's best interests

3.2 Give attention to the needs of the child

A managed move will only occur where it is seen to be in the best interests of those children who have experienced difficulties within their own school setting and it has been agreed by all parties that a move to another school would be in their best interests.

3.3 Promote choice and voluntary participation

The process will ensure that the child feels wanted and motivates them in a new direction. A well-planned transition that includes the child's voice will be established during the managed move process and one that will support the child's emotional, social and behavioural needs.

3.4 Fair and transparent partnership working to meet the needs of children in Sunderland.

Schools will share assessment data and educational support plans previously implemented to develop the transitional plan in a child's new school.

4. CRITERIA

4.1 Managed move may be used where:

- 4.1.1. A child with an otherwise good school record has committed a **serious act** that might lead to permanent exclusion, but the school, parent/carer feels the child would benefit from a move to another mainstream school.
- 4.1.2. There has been an irrevocable breakdown of relationships between the child and staff, as a consequence of displaying significantly inappropriate behaviours displayed, and parent/carer and school staff agree it would be in the child's best interest to move to another school.
- 4.1.3. There has been an irrevocable breakdown of relationships between the child and his or her peers, as a consequence of displaying significantly inappropriate behaviours displayed.
- 4.1.4. It has been agreed by both schools, the parent/carer and Together for Children that the home school has exhausted all reasonable strategies and the child is at serious risk of a permanent exclusion.
- 4.1.5. A managed move would not normally be appropriate where a year group is full but could be accommodated in exceptional circumstances with the agreement of headteachers and the school's admission authority. As a managed move is a permanent transfer arrangement the School Admissions Code must also be adhered to. Schools need to be mindful, that if they are oversubscribed in a year group and they have a waiting list a managed move cannot be used to circumvent a school's admission process.
- 4.1.6. It has been agreed by all parties (parent/carer, child, current school and receiving school) that a permanent transfer is in the best interests of the child and that any current support being offered as part of a transitional plan as referred to at 5.11 and 5.13 of this protocol.
- 4.1.7. The parent/carer and child are willing to participate and co-operate in the managed move process.

4.2 When Managed moves should not be used;

- 4.2.1. A parent is seeking a straightforward transfer to another school.
- 4.2.2. The child is not on a school roll.
- 4.2.3. The parent/carer feels pressured into participating in a managed move or is unhappy with the arrangement. Where this is the case, a parent can take the issue through the school's formal complaint procedure with the governing board and, where appropriate the local authority.
- 4.2.4. Where a child has additional needs or a disability that the original school is unable to meet. The graduated response approach to meeting a child's needs

and the outcome of this should be considered for a child with additional needs and should form part of the managed move.

4.2.5. It would not ultimately be of benefit to the child.

4.3. What Headteachers should consider prior to considering a managed move;

4.3.1. Where a serious one-off incident has occurred headteachers should consider that the school's behaviour and SEN policies have been adhered to.

4.3.2. As a consequence of displaying significantly inappropriate behaviours displayed, headteachers should ensure the full range of pastoral support strategies (including a pastoral support programme) and where appropriate, referrals to appropriate external agencies (i.e. Early Help, Educational Psychologist Service, Behaviour Support Services) have been resourced and tried but have failed to impact on a child's behaviour in school.

4.3.3. Where a child has SEN headteachers should ensure that all reasonable adjustments have been implemented and where appropriate, referrals to appropriate external agencies have been resourced and tried but have failed to impact on a child's behaviour in school.

4.3.4. Where a child has an EHC plan, the headteacher should ensure that the Local Authority have been contacted prior to the managed move taking place.

5. PROCEDURE

5.1. Early identification of any underlying special educational needs and/or disabilities should take place before negotiating a managed move. Therefore, the headteacher should in the first instance ensure that school staff have followed the SEN Code of Practice and if applicable ensured that the child has a clearly identified individual and/or pastoral support plan and that a range of strategies has been tried which involve outside agencies as appropriate.

5.2. To qualify as a managed move, unless considered the off-site direction is considered as a result of a one-off incident – see 4.3.1., the original school [current home school] should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessment were done or explored prior to a managed move school transfer.

Prior to requesting a managed move, headteachers must satisfy themselves that all possible preventative procedures have been met in full. Headteachers from the home school must make available all records in respect of:

- Pastoral support programme that has been in place for at least 12 weeks.
- Referrals to external agencies

- SEN Range identified, and copy of a SEN support plan and involvement of external agencies (if applicable)
- Most recent assessment data
- Attendance data for the last academic year
- Parental interviews/discussions
- Strengths and potential areas for future development,
- A record of the child's curriculum if the child is a Key Stage 4 pupil.

- 5.3.** The Headteacher of the home school should discuss the option of a managed move with the parent/carer in the first instance where it has been identified that the child may benefit from a move to another school.
- 5.4.** Parent/carer and child (where appropriate) and the headteacher discuss the managed move process and identify a school that is likely to be able to offer something sufficiently different to make the managed move viable. All parties should consider the size and/or location of a new school, a new peer group, different teaching team, curriculum offer and any other issues identified at the home school. The choice of school under a managed move arrangement needs to be made on the basis of the parent/carer accepting the responsibility of the child getting to and from school. It is the responsibility of the parent/carer to also ensure that the child conforms to the uniform regulations at the new school
- 5.5.** The headteacher of the home school contacts the headteacher of a potential new school to advise them that they would like to initiate a managed move and that a parent is in the process of submitting a school admission form. It is at this point that the headteacher of the home school is offering to support the school admission as a managed move.
- 5.6.** The Parent/carer completes an in-year school admission form and submits the form to the relevant school/authority. It is the new school's decision on whether they accept the in-year admission as a managed move.
- 5.7.** Where a parent/carer of a child has submitted an in-year transfer request for their child to attend a new school and the in-year school transfer form indicates that the child may fit the criteria outlined in 4.1, the headteacher of the new school may contact the home school to request if they would be willing to support the transition of the child via this process. If this is agreed as a managed move, the headteacher of the new school contacts the parent/carer to advise them that they are accepting the school place as a managed move. Parent/carer will be notified formally in writing.
- 5.8.** Once a 'new' school has been agreed, it is the responsibility of the headteacher of the new school to ensure that their Admissions Authority have also agreed to the managed move. In the case of community and controlled schools the Local Authority is the Admissions Authority.
- 5.9.** The 'new' school must complete Section 'C' of the school transfer application form and forward a copy of the form, identifying the decision to arrange the admission as a managed move, to Shelley.robson@togetherforchildren.org.uk.

- 5.10.** Every school involved in a managed move should identify a single person in their respective school who will be responsible for managed moves.
- 5.11.** The new school's headteacher will nominate an advocate (see appendix 1). The advocate will be responsible for the transition and coordination of any additional support that is part of the transition programme. The advocate will be responsible for ensuring all plans (i.e. SEN, EHCP¹, behaviour support and pastoral support), where applicable, have been discussed and embedded as part of the child's curriculum offer. The advocate should arrange a meeting with the parent and child prior to finalising the managed move and discuss school and pupil expectations and highlight any additional support previously received.
- 5.12.** A managed move meeting will be arranged by the new school's Headteacher or their representative and should include a representative from the current home school, a representative from the new school, the new school's advocate, parent/carer, child and a representative from Together for Children. The meeting should take place at the new school unless there are extenuating reasons why this is not possible.
- 5.13.** The transition programme will include;
- 5.13.1.** The home school agreeing to provide any current pastoral support that includes any external and/or internal agency support for a period of six weeks to support the transition into the new school. This may include SENCo support plan (if applicable) and any external/internal associated costs.
 - 5.13.2.** Where a child has additional special education needs. The transition will include a discussion and/or a meeting between both school SENCOs to ensure support currently receiving is embedded.
 - 5.13.3.** The child's transition must be on a full-time basis. The transition plan is expected to be more detailed than what is normally provided to new pupils. The key to success is likely to be the child feeling an ownership of the move, prepared for it, and supported during this process.
- 5.14.** Where a managed move has been considered as a result of a single incident that has taken place at their original school it is imperative that a pastoral support plan is developed and implemented at the start of the transition.
- 5.15.** All parties will sign an agreement to ensure everyone is committed to the managed move. A copy of this agreement should be forwarded to School Admissions, email: School.Admissions@sunderland.gov.uk and to TFC's Inclusion Support Officer, email: Shelley.Robson@togetherforchildren.org.uk . A proposed start date will be agreed, and a transition plan will be briefly discussed and finalised either during the initial meeting or prior to the proposed start date, following the meeting with the parent/carer, child and advocate.
- 5.16.** As mentioned above, the new school advocate should finalise with the child, parent/carer a transition plan that includes a bespoke package of learning, pastoral and behavioural support and communication strategy where necessary. The

¹ See Item 6 before considering a managed move for a child with an EHC plan.

parent/carer and child should be informed of the rules and regulations of the school, including expectations, (which includes signposting parent/child to school policies) before the child's start date.

- 5.17. There should be time allowed for the child and parent/carer to reflect on the managed move meeting and the meeting with the school advocate before the start date is confirmed. A copy of these protocols should be provided to the parent/carer and child prior to the initial meeting taking place.
- 5.18. The child will be admitted to the roll of the new school and support will commence on the first day. The new school will inform the original school that the child has commenced their first day and at this point the child will become single registered with their new school. The original school should remove the child from their roll once the first day of attendance has commenced and complete a removal from roll form (https://www.togetherforchildren.org.uk/media/25471/CME-Removal-From-Roll-Form/doc/CME_Removal_From_Roll_Form.docx?m=637840812357430000) and forward to Together for Children.
- 5.19. As is normal practice following a school transfer, all remaining school records will be transferred to the new school once the child has started.
- 5.20. The new school should enable children who are eligible for free school meals to access them with immediate effect.

6. PROCEDURE FOR A MANAGED MOVE WHERE THE CHILD HAS AN EDUCATION, HEALTH AND CARE PLAN AND/OR AND/OR A DISABILITY

- 6.1 Where a child has an EHC plan the consideration of a managed move should only be undertaken in exceptional circumstances and as part of the special education needs review process. If a managed move is being considered for a child with an EHC plan the original school (current home school) should in the first instance contact the SEN Service, Together for Children (acting on behalf of the Local Authority). If the SEN Service, both schools and the parents/carers agree that the managed move should take place, Together for Children will follow the statutory procedures for amending the EHC plan.
- 6.2 It would be the responsibility of the Special Educational Needs Team in the case of a child with an EHC plan to liaise with the new school when following the statutory process to amend the EHC plan.
- 6.3 Where a child has SEN, but does not have an EHC plan, the procedure outlined in 5.11.2 and Appendix 1. must be followed.

7. PROCEDURE FOR A MANAGED MOVE FOR A CARED FOR CHILD

There may be rare occasions where a managed move school for a cared for child may be considered in the best interests of the child. Should this be the case the arrangement can only take place with the consent and support of the Virtual Headteacher of the child's home Local Authority and social care professionals working with that child and must form part of the child's Personal Education Plan.

8. FINANCE

Funding relating to the child (AWPU), should be transferred to the new school on the first day of attendance.

9. OUT OF AREA MANAGED MOVES SCHOOL TRANSFERS

As a voluntary arrangement, there are no official arrangements for managed moves between local authority areas. However, it is suggested that where a managed move takes place between local authorities, schools and local authorities should follow the local authority's protocols of where the receiving school is located.

APPENDIX 1

The Role of the Advocate (taken from extract of; The enables and barriers to successful managed moves report, University of Sunderland, 2020).

The role of the advocate is to support the transition process by securing positive and enduring relationships with staff and peers. Once the advocate is established, they will take the lead on gathering information from the child's current school on their holistic development, strengths, interests and needs. This will include the family history and all internal and external data on the child, including attainment, attendance, reasonable adjustments, interventions, SEN support/ EHC plans and reviews over a period of time. Information on any diagnosed needs/ assessments or concerns need to be made available alongside the record of behaviour sanctions and rewards.

A school visit should be arranged, once it has been agreed that a managed move has been agreed. Using the information from the original school and following the school visit this will enable the advocate to plan the transition, ensuring any necessary adaptations are in place. For some children, a visit after school hours may be more appropriate. This should be discussed with the child and parent/carer. The parent/carer should accompany the child, so they can also begin to forge positive relationships with staff, familiarise themselves with the surroundings, and find out the expectations of the school and curriculum offer. Following the visit, the child needs to be given adequate time to decide if the placement is right for them. If the child and/or parent/carer does not 'buy into' the move at this point, the managed move is less likely to be a success. If the child and parent/carers agree to the managed move, the process of planning the intricate details of the transition should begin with the advocate, child and their parent/carer. This must include a bespoke package of learning, pastoral and behavioural support, which is agreed and signed off by the child, parent/carers, advocate and then senior leaders.

The transition plan needs to consider if the child needs a phased integration or reduced timetable, depending on their views, wishes and needs.

A communication strategy needs to be agreed between the advocate and the parent/carer during the planning and transition phase.

The child and parent/carers need to understand in advance of the transfer what the specific expectations of behaviour are and what a child will receive sanctions for (and the limit and consequences of reaching this).

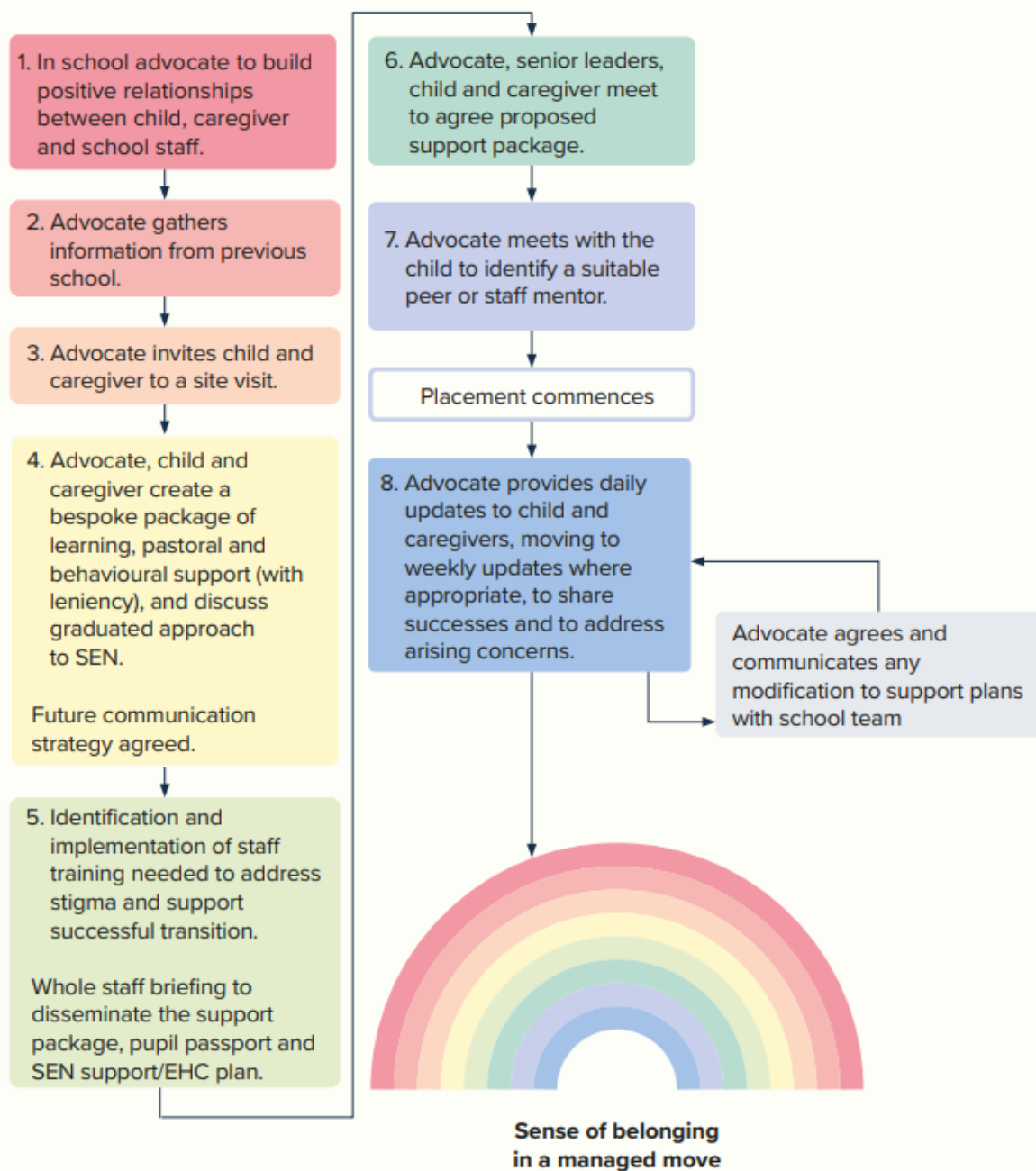
Flexibility and leniency must be adopted, given that children are moving from smaller classes with greater levels of support into larger mainstream classrooms.

If the SENCo is not the advocate, and where it has been identified through this transitional process that additional support may be required, a discussion should take place with the SENCO regarding the need for the implementation of a graduated approach to meeting the child's needs.

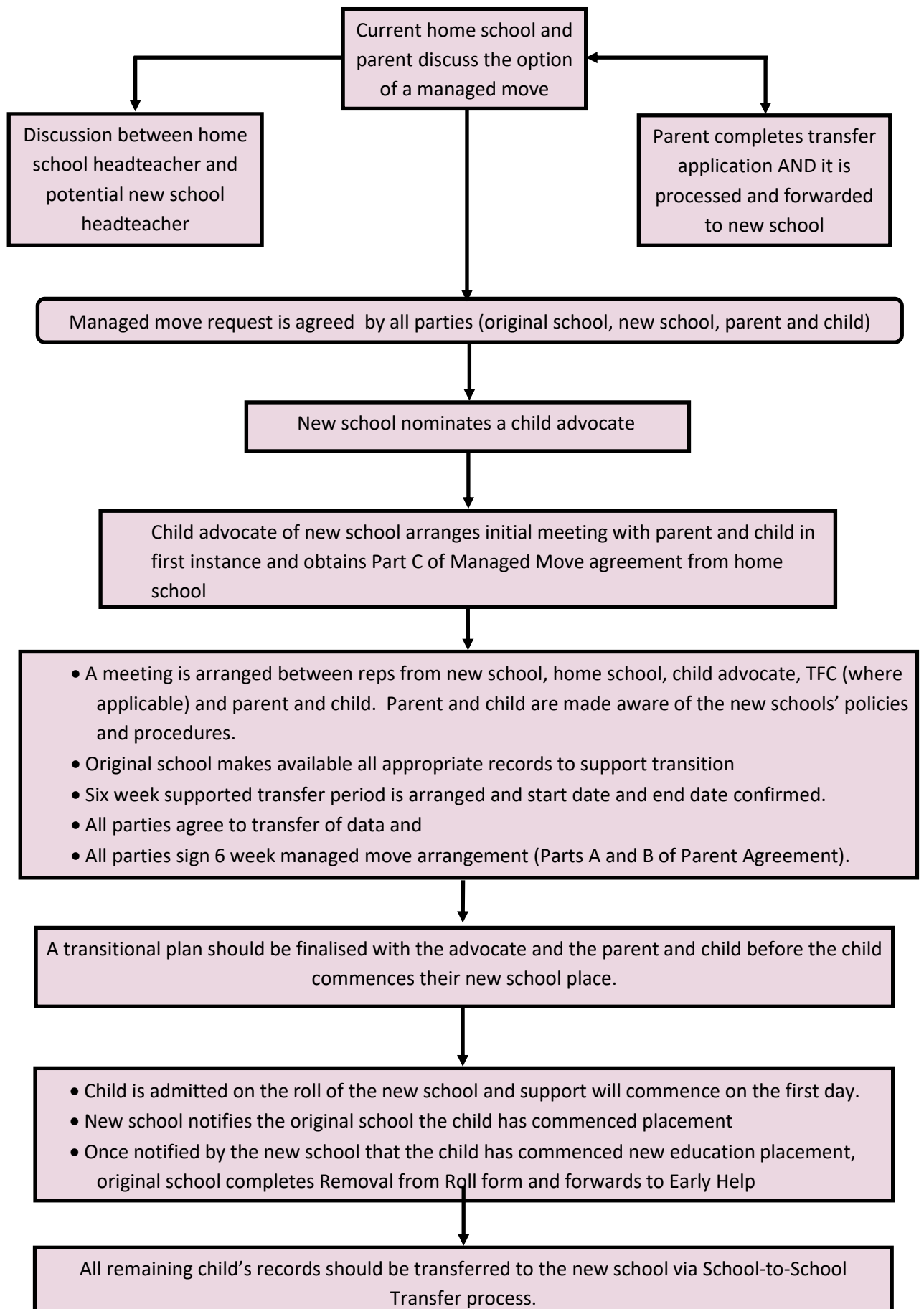
The advocate will be responsible for training/supporting all staff to understand the importance of enabling children on managed moves to participate, learn and progress, through developing a sense of belonging and creating positive relationships. Staff all need to be familiar with the child's support plan and, where relevant, an outline of the circumstances leading to the managed move.

(taken from extract of; The enables and barriers to successful managed moves report, University of Sunderland, 2020).

Appendix 1: A model for successful managed moves



APPENDIX 2—Procedure Process



APPENDIX 3

Permanent Managed Move Parent/Carer Agreement

Part A

If you are happy with the managed move and feel that the placement will be of benefit to your child, please complete the following:

- I have read the information given to me, namely the managed move protocols and believe it would benefit (name of child)
- I understand that all school records discussed, including Part C of the is agreement, and those documents referred to in the managed move protocols can be transferred with immediate effect and any remaining school records will be transferred once my child has started their new school.
- I agree to the managed move commencing as indicated in Part B of this agreement

Signed:..... Date:.....

Comments or notes from Parent/Carer:

Permanent Managed Move Parent/Carer Agreement

Part B

Name of child:									
Date of birth:		School year:		Gender:		LAC:		FSM:	
Current Home School:									
New School:									
Date move to commence:				Expected End Date:					
Reason this transfer is being supported as a managed move									
[detail the reason for the managed move and explain why it is thought a managed move will be beneficial to the child]									
Signed on behalf of referring school			Signed on behalf of receiving school			Signed on behalf of L.A. (if applicable)			
Date:			Date:			Date:			
Signed by parent/carers					Signed by child				
Date:					Date:				

Part C – Child Overview / Risk Assessment

This form to be completed by the home school prior to the initial Managed move Meeting

Name of child:									
Date of birth:		School year:		Gender:		LAC:		FSM:	
SEN stage: (including Code of Practice Level and Category) Date of birth:						UPN:			

Current Attendance Rate					
Suspension(s)			Internal Suspension(s)		
Date	Duration	Reason	Date	Duration	Reason

Current Behaviour				Safeguarding Concerns	
Category	Good	Satisfactory	Poor		
Attainment					
Effort					
Attitude to staff					
Attitude to peers					
Homework					

Risk Assessment	Risk Management Strategies Used	Impact successful (Y/N)
What are the risks to staff?		
What are the risks to peers		
Other		
Areas of Strength		

Barriers to Learning	Intervention Strategies used

KS4 Only - Current Educational Provision	
Subjects	Examining Board
Alternative curriculum arrangements currently active.	

Other Professional involvement (active) Named Person	Agency