

HASSENBROOK SCHOOL Specialist Technology College



MANAGED MOVES POLICY

Introduction

A managed move is a planned intervention to move a child from one to school to another. It is used as a mechanism for avoiding permanent exclusion, or for moving a child who may be vulnerable for other reasons. The circumstances need to be very serious before this process is considered. It is a mechanism whereby the pupil concerned is deemed to be one who could benefit from such a move and where there could be successful re-integration into another setting. The process is initiated by the school where the pupil is on roll, not the parent. A managed move cannot be considered without the school's recommendation. Usually the Local authority (LA) is involved in brokering the transfer, and in all cases keeps track of and monitors the success any such placements. Managed moves are negotiated outside the normal admission arrangements, according to a protocol agreed between Thurrock school, and may require the school to take the pupil above their published admission number. It is a process that must be applied openly and agreed by all parties in the interest of the pupil.

Key principles

Major contributing factors to the success of a managed move for a pupil are that all those involved including school, parents and the pupil fully support the proposed course of action. Staff in schools will need to actively support what is required for the success of a move and both the pupil and the parents will need to give their informed consent as well as a clear commitment to the move.

Critical success factors in the implementation of a managed move are:

- Managed moves should be from one school to another rather than an exchange arrangement so that a pupil's transfer is not contingent upon the success of another pupil.
- Where the move is unsuccessful, an alternative strategy should be planned so the receiving school is not placed in the position of having to exclude the pupil to whom they have agreed to offer a fresh start. The details of the alternative will be for the schools involved to agree.
- School records must be provided for the receiving school prior to the transfer so the staff have full knowledge of the pupil and can plan appropriately. Clear criteria will need to be agreed to assess if the arrangement is not working (for example, the pupil is not engaging / attending / behaving appropriately towards either staff or pupils).
- A formal transfer meeting to outline expectations and make plans should be held with the Inclusion consultant with the LA, Head of the new school, the parents and the pupil, and should emphasise the importance of the chance the pupil is being offered and establish ground rules for the transfer.
- A written agreement will need to be drawn up and signed by the headteacher, parent and pupil. Others involved in the arrangement, such as the Pupil

Support Service, will also need to sign it as support from the Pupil Support Service will be a key contributory factor in most cases.

- Communication is crucial and the receiving headteacher will need to inform key staff of the arrangements, details of the written undertaking, and the ground rules for the arrangement for consistency in approach as agreed.
- Pupil's attendance will be strictly monitored by the Educational Welfare Service on behalf of the LA. Thurrock ideal good practice suggests holding fortnightly reviews for an agreed initial period to be beneficial.

Criteria for a Managed Move

- The pupil who is at risk of repeated fixed term or permanent exclusion and can benefit from a fresh start.
- A pupil is subject to situations regarding personal or family circumstances that the school has been unable to mitigate.
- The school, where the pupil is on roll, has used where relevant all available systems and strategies within the school and appropriate external support services with little or no benefit.
- The strategies used in the school have included where appropriate the use and review of CAF / pastoral support plans / individual educational plans. For pupils with statements of special educational needs use of the annual review procedure will be required.
- There are legal reasons why the pupil cannot remain at the school (e.g. court orders).
- When a pupil has been reinstated into a school by an appeal panel, but reintegration proves to be impractical, a managed move can be considered.

Pre-requisites

- In the professional judgement of the school, the pupil is likely to benefit from (i.e. have a reasonable chance of succeeding) in a new school.
- The child and family are fully in favour of the proposed move.

The Procedures

A **referral** should be made to the Principal Officer - Access or the Senior Officer Access by the Headteacher of the school where the pupil is on roll. If a pupil is statemented, then the expectation is that an annual review will have taken place, and this will have recommended a managed move. If parents contact the LA directly, then

they should be referred back to the Head of the school, so that the Head can make a formal referral.

The types of managed moves include:

- School to new school
- School to Pupil Support Service to new school
- School to Pupil Support Service to suitable new provision

- The Headteacher provides written information on the pupil with details of IEP, CAF, pastoral support or intervention, to date and confirmation that the parent is willing to consider a managed move.

- The Principal Officer – Access (PO-A) will circulate their request to relevant agencies and gather any further information available – ensuring a multi-agency approach.

- A meeting will then be convened between school requesting the move, Pupil Support Service (PSS) and any relevant LA staff at the discretion of the PO-A. This meeting will give the parents the opportunity to be informed about the future school.

- The current school will provide full information about the child, including IEPs, CAF levels of attainment and the details of the child's special needs.

- A further meeting arranged by the Access team will include the Headteacher or a representative from the future school, parents and, if possible, the pupil and other relevant staff, including the PSS. The chair will usually be the PO-A with a minute taker present. The type of managed move will be discussed and an action plan agreed with timescales and reviews. A written undertaking will be made as part of the meeting.

- If it is felt that an immediate move is not appropriate, the role of the PSS will be discussed and agreed. Placements for managed moves will be allocated from the timeout placements in the PSS as available. Consideration will need to be given to the funding of the pupil in the PSS by the current school.

- Range of agreements possible – (agreed by PO-A, Teacher in Charge of pupil support & schools concerned);
 - A time-out placement of specified length with the type of activity outlined.
 - The pupil to remain on the roll at the current school when attending a timeout placement, with the school also retaining financial responsibility.
 - The future school to be identified prior to the timeout placement in the Pupil Support Service.
 - When the pupil begins a reintegration programme in the future school, dual registration with the Pupil Support Service to be considered.

- When full transfer takes place the pupil to be placed on the roll of the new school, and the AWPUP transferred from the previous school.
 - In exceptional circumstances, a managed move from a school to the Pupil Support Service can be made, with consideration given to long term suitable provision.
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- Managed moves in to PSS will apply to KS3 and pupils at KS4 would usually be expected to have alternative provision on an alternative programme. PSS or Trident can support.
 - If a placement breaks down, the following can be applied;
 - An urgent review meeting convened by the new school will involve the Pupil Support Service, Principal Officer – Access, other relevant agencies, and LEA staff.
 - An action plan will be agreed that identifies additional interventions that are required for the pupil and for the school, such as extended programmes by the Pupil Support Service with revised targets.
 - An EP assessment/contact may be required and this will be allocated from the additional behaviour allocation of the patch EP.
 - A statutory assessment of a pupil’s special educational needs may need to be considered.

Specific considerations:

- Where a child is Looked After, the lead officer for LAC should be informed as well as the named social worker in the Care Team.
- The lead officer for LAC should attend any planning meetings to advise on legal protocols for Looked After children.
- Where children hold statements, the statement support service and Educational Psychologist should attend planning meetings.

Data Collection

The numbers of managed moves and details of these will be maintained by the Principal Officer - Access. The aim of this type of data collection is to monitor the success of the managed moves approach and to use this as a basis for evaluating the procedures in place.