



CYFLAWNI **TEGWCH** A RHAGORIAETH MEWN **ADDYSG** A **GWELL**
LLES I BAWB

EQUITY AND **EXCELLENCE** IN **EDUCATION** AND **ENHANCED**
WELLBEING FOR ALL

Managed Move Protocol

Access and Inclusion Service

This document is available in Welsh
Mae'r ddogfen yma ar gael yn y Gymraeg

September 2022

Contents

Sections		Page
1	Introduction	3
2	When should managed moves be used?	4
3	Graduated response	4
4	Managed Move process	5
5	Managed Moves and the School Admissions Code	10
6	Unacceptable practice	11
7	Policy monitoring and review	11

Appendices		Page
1	Managed moves – information for parents/carers	13
2	Invitation to meeting	15
3	Intention to Transfer form	17
4	Managed Move Agreement form	23
5	Managed Move Evaluation form	25
6	Managed Move process flowchart	27
7	Points to consider before implementing a Managed Move	28

Section 1. Introduction

Welsh Government (WG) recommends consideration of the use of managed moves as a part of a robust graduated response, where other strategies have not succeeded, to address long standing behaviour and attendance issues. WG guidance in this regard is set out in 'Effective Managed Moves – *A fresh start at school for children and young people*' (096/2011)

Further guidance regarding the use of managed moves as an effective intervention strategy to avoid permanent exclusions is recommended in WG guidance 'Exclusion from School and Pupil Referral Units' (255/2019).

Both these documents have helped to inform this local policy which aims ensure that a consistent, fair, open and transparent approach is adopted across Rhondda Cynon Taf and should be read alongside this document.

This RCT Managed Move Protocol sets out the LA expectations regarding the fair, open and transparent processes and procedures required to ensure that pupils are given a fresh start in a new school on an equitable basis.

Managed moves provide pupils with the opportunity of a 'fresh start' in a new school in the hope that this will alleviate the difficulties experienced in their current placement. Such arrangements have been used formally in Rhondda Cynon Taf for a number of years as a preventative measure to address ongoing serious behaviour issues and avoid permanent exclusions and the associated negative outcomes whilst allowing pupils to remain within mainstream education. More recently managed moves have also been arranged to support transfers of pupils with severe attendance problems.

In RCT all managed moves are reviewed and ratified by the Fair Access Protocol Panel (FAPP). This is made up of senior leadership representatives from all the mainstream secondary schools in RCT and was set up to ensure that all 'hard to place' pupils are treated in an impartial manner. Referrals to FAPP and applications for managed moves are made via the Intention to Transfer (ITT) form.

There are many potential advantages to managed moves. As these arrangements are initially on a temporary basis receiving schools are often more receptive to accepting a pupil with a history of challenging behaviour or poor attendance as the move only becomes permanent if the trial is successful. To further encourage participation, managed moves are set up so that receiving schools are not impacted by exclusion or attendance date during trial periods. In addition, the close monitoring and evaluation process provides an incentive for pupils to improve their behaviour and/or attendance if they wish their new placement to become permanent.

However it is essential that these arrangements are undertaken with the full consent and co-operation of all concerned; including pupils, parents/carers, both schools and, where appropriate, external agencies. Specifically, managed moves cannot be used to circumvent parental rights set out by WG in regard to exclusions or admissions. It is also critical that managed moves are well planned, and pupils are well supported to ensure that they have the best chance of achieving success.

At the core of any managed move must be the best interest of the child in line with the United Nations Convention on the Rights of the Child (UNCRC) and the seven core aims in the Welsh Government document 'Children & Young People: Rights to Action'.

Learners with significant needs have legislative protection (Education Act 1996; Equality Act 2010) and there is an expectation that schools make reasonable adjustments to meet the needs of learners and make educational provision if they have additional learning needs (ALN)/SEN. As such managed moves should only be considered once a wide range of alternative strategies have been implemented over a prolonged period and a robust graduated response adopted as outlined in the SEN Code of Practice (2002) and ALN Code for Wales (2021).

For further information in relation to the exclusion process, please refer to RCT's guidelines on the Management of Exclusions from Schools and Pupil Referral Units.

Section 2. When should managed moves be used?

A managed move should only be considered when it is in the best interests of the pupil concerned. WG exclusion guidance states that parents should never be pressured into removing their child from school under threat of a permanent exclusion. Managed moves can reduce the need for permanent exclusions but should not be used merely as an alternative to permanent exclusion or be presented to parents and pupils as their only option as this would be denying parents and pupils the right to appeal against the exclusion.

A managed move may not be appropriate for learners who are potentially a high risk to other pupils or staff. In such cases a robust risk assessment should be undertaken as part of the decision-making process.

Pupils who might benefit from a managed move are those who:

- are at risk of permanent exclusion but who might succeed in a new environment
- have exhibited a long history of challenging behaviour and are having a detrimental impact on their peer group despite a robust graduated response being adopted in school with limited success
- have severe attendance problems
- are unable to remain in their home school because of exceptional circumstances not necessarily related to their behaviour in the school

(For a fuller list of such pupils as might be considered 'hard to place' and who might benefit from a managed move please see RCT's Fair Access Protocol document.)

This Managed Move policy does not apply to learners with a statement or IDP that stipulates a named educational placement. Any changes for such learners should be considered via normal appropriate admission and ALN review procedures.

Section 3. Graduated Response

Prior to requesting a managed move, head teachers must be satisfied that all possible preventative procedures/strategies have been considered and that a robust graduated response to addressing the concerns has been largely exhausted. For a school to promote a managed move it would be expected that a range of interventions would have been explored over a period of time up to and including the involvement of outside agencies such as the Behaviour Support or Attendance and Wellbeing Services. A record of these strategies will be outlined in the ITT form and further evidenced by supporting documents such as a Pastoral Support

Programmes and Individual Development Plans and presented for consideration by FAPP.

It is recognised that there will be occasions when schools might consider arranging a managed move to mitigate a permanent exclusion as a result of a single serious incident. These cases should be exceptional and treated as such but a managed move can still be considered as a viable solution in this situation.

Section 4. Managed Move Process

The following procedure should be followed (see Appendix 6 for Process Map):

Step 1: School contacts the LA and parent(s)/carer(s) to informally discuss potential Managed Move as part of a graduated response

Parents/carers will already be aware of the difficulties the pupil is experiencing within the school. The head teacher, as part of any reviews of ongoing intervention or Pastoral Support Programme (PSP) should discuss with parents/carers and the pupil the possibility of exploring a managed move as a further strategy to help the young person. The parents/carers and the pupil should also be provided with written information about managed moves and advised of their right to access a parental advisory or advocacy service (see Appendix 1).

For a managed move to be successful, it is essential that the parents/carers and pupils are informed, understand and, as much as possible, have the opportunity to influence decisions affecting the child's future. Family support can be provided by the Special Needs Advisory Project (SNAP) Cymru and/or an advocate can also attend.

In regard of children who are looked after (CLA) the involvement of the attached social worker is essential and in their role as Corporate Parent should be party to the discussions on a planned managed move from the outset. In addition, as the decision to move may require a referral to a further multi-agency forum, it is recommended that RCT's Education Coordinator for CLA (hannah.m.bevan@rctcbc.gov.uk) be involved at an early stage in discussing any arrangements. A CLA review might be required to consider the wishes of the child and such pupils have a right to be supported by an advocate. The Advocacy Services and Representations Procedure (Children) (Wales) Regulations 2009 and subsequent guidance promotes the involvement of the advocate role in the child's review. Advocacy support for learners who are looked after is provided by Tros Gynnal Plant. This should be discussed with the relevant social worker.

Initial informal discussions should be initiated with the relevant local authority officers:

- the Exclusion Prevention and Intervention Teacher (EPIT) (andrew.j.brazier@rctcbc.gov.uk) and/or
- the In-Year Transfer Officer angie.williams-roberts@rctcbc.gov.uk

In cases where parents have made an IYT request and either the home or receiving school feel that the levels of behaviour or attendance warrants consideration of a managed move the matter may be raised with either of the above LA officers in the first instance. Irrespective of any concerns, parental rights set out in the School Admissions Code (2013) are paramount and having advised them of their options

the LA will act in accordance with the parents' wishes. If the family feel that it is in their child's best interests to consider a managed move the matter will be discussed with the relevant schools and the usual protocol followed henceforth. Otherwise, irrespective of any concerns, the receiving school will be expected to ensure provision is put in place to support the pupil in the new placement within the timescales set out within the usual Admissions process.

Step 2: School based meeting with the school, parent/carers, pupil, local authority representative(s) and any relevant advocacy agencies

A meeting will be arranged at which the school will fully explain the managed move procedures and protocols and the parents' rights as set out in WG exclusion and admissions legislation (see Appendix 2 for draft invitation letter).

If, following discussion, it is agreed by all parties that it is the pupil's best interest to proceed with the managed move application, the school will arrange for the ITT form to be completed. This will should be countersigned by the parents so that there is documentary evidence of informed parental consent to share relevant information at the FAPP.

Step 3: Referral to FAPP

Following the meeting the completed ITT form and all relevant documentation should be sent by secure email to angie.williams-roberts@rctcbc.gov.uk. To allow cases to be reviewed ahead of the full panel meeting all referrals and any supporting documentation should be forwarded for consideration five working days prior to FAPP meetings which are scheduled to take place every 3 weeks.

Panel will consider the referral and supporting documentation and, taking into account parental preference for placement and the child/young person's views, will ratify all alternative mainstream school placements.

Panel outcomes will be communicated to the parent within 2 working days by the School Admissions Service. If parents are in agreement with the proposed placement arrangements will be made to proceed to Step 4.

In certain situations managed moves may be agreed and arranged outside of panel but these must be carried out in liaison with the LA to verify that parental rights are upheld at all times and that criteria for such moves has been met. The formal process is still to be followed and all such arrangements will be subject to FAPP approval, ratification and monitoring. This ensures all data relating to hard to place learners is recorded, maintained, monitored and available for review.

Step 4: Managed Move agreement meeting held in receiving school

Following FAPP a meeting will be convened in a timely fashion at the receiving school to agree the details of the trial placement which are to be recorded on the Managed Move Agreement form (Appendix 4 p.23) and countersigned by all parties.

This meeting should be attended by the following:

- the pupil
- parents/carers
- head teacher of the home school or a nominated senior member of staff who knows the pupil well
- head teacher or a nominated senior member of staff of the receiving school
- social worker and CLA Co-ordinator in the case of a child who is looked after
- representatives from other relevant agencies as required (e.g. AWS, YOS, BSS)

All submissions to FAPP and any supporting information should be shared at the meeting. The home school has a responsibility for ensuring that all relevant details of the pupil's history are fully revealed so that the receiving school is wholly aware of any concerns.

Part of the discussions should consider the realistic expectations of the receiving school and the pastoral and academic needs of the pupil. Practical arrangements, including transport and uniform matters should also be addressed. Support with transport will be arranged on a case-by-case basis in liaison between the EPIT and the Integrated Transport Unit.

Clarity in relation to the support needs of the pupil should be discussed and agreed in the meeting. All agreed strategies to facilitate effective transition into the new school should be outlined in the agreement form and should be reflected in an updated PSP. Possible strategies could include access to:

- the ALNCo or specialist ALN teacher for an assessment of presenting needs so as to inform school based support and interventions
- individual support (e.g. in-class support; learning coach/mentor; school based counselling; pastoral support; peer support/mentoring schemes)
- group support or interventions (e.g. social skills training; ELSA sessions)
- external agency assessment, advice or consultation (e.g. Educational Psychology; Learner Support Service (including Behaviour Support Team); Attendance and Wellbeing Service)
- planned withdrawal when required
- in-school support procedures (e.g. report cards, access to a named teacher)
- a mentor from the voluntary sector
- extended provision activities

If the pupil is being supported by the AWS the home school's Attendance and Wellbeing Officer currently assigned to the case will maintain responsibility for monitoring attendance during the trial and liaising with the family as appropriate.

As all ALN funding is delegated to schools, support for learners accessing managed moves placements should be funded from individual school budgets and any other delegated resources.

In exceptional circumstances, Education Other Than at School (EOTAS) provision can be considered as an interim arrangement prior the commencement of the new placement. However, focus should be placed on a swift start date, no later than 15 working days of the Fair Access Panel at which the original placement was agreed.

If a pupil does require access to EOTAS provision then the agreed processes outlined in the Specialist Placement Request Protocol should be followed.

Legislation in The Children and Young Person Act 2008 requires every school to have a designated member of staff for CLA (i.e. a lead person). During the period of transition between schools the lead person should be in close communication to enable a smooth transfer of placement. This will provide the opportunity for consistent support for the child or young person who is looked after. Pupils who have experienced a number of placements moves benefit from a named individual to provide support during the unsettling transitional period. Occasionally, it may be possible for an identified support worker such as a learning support assistant to move with a child or young person to a new school. For CLA, the managed move should be recorded on the Personal Education Plan (PEP) and noted in the Care and Support Plan.

At the meeting all parties should agree both the start date and the length of the trial period. Generally, this would be at least a 6 week period and no longer than one term in duration. The dates of interim and final review meetings should also be provisionally agreed in the meeting. The success criteria for the placement should be discussed and agreement reached about what targets must be achieved for the placement to become permanent by the end of the trial placement.

The pupil should be made aware of what will happen if the managed move fails and be clear that the success of the placement will be dependent on the presenting behaviour in the new school and meeting prescribed attendance targets. The need for the pupil to take responsibility in meeting the success criteria will be critical to the success of the new placement and the meeting should focus on securing the pupil's commitment to making the necessary changes to achieve that success. Parents/carers should be advised as to what other options will be explored if the managed move proves unsuccessful.

Following the meeting copies of the completed and signed Managed Move Agreement form (Appendix 4) should be disseminated to all appropriate parties.

Step 5: Implementing the managed move

Registration, Attendance and Wellbeing

During the trial period the pupil will be dually registered; 'main dual' with the home school and 'subsidiary dual' with the receiving school. As such, attendance and exclusion records during the trial period will be held by the home school. The home school should contact the receiving school on a weekly basis to ensure that attendance records are kept up to date and accurate. The home school will record the pupil's attendance using the code D where the pupil is deemed to be present at the receiving school.

The receiving school should immediately notify the home school of any absence or any wellbeing concerns and any relevant AWS case officer informed. Absences should be mirror coded at both schools.

Funding

During this trial period the funding for the pupil may be negotiated between the home and receiving schools. However, in most cases the age weighted pupil unit (AWPU) would follow the pupil following successful completion of the management move process.

Evaluation

An interim meeting to review progress should be planned to be held with the parents/carers after the pupil's first ten days in their new school to address any matters that require formal discussion. Any issues or concerns highlighted may, in agreement with all parties, lead to amendments of the agreement. These discussions should be also recorded in the relevant section of the Managed Move Evaluation Form (Appendix 5).

A final review meeting will be held towards the end of the trial when the managed move will be finalised unless there is evidence which suggests that the period should be extended.

If any behaviour suggests that exclusion might be an appropriate sanction, whether or not it would cause the termination of the move, then the matter must be referred to the home school and any exclusion implemented and managed by the head teacher of that school.

If at any point there are circumstances which jeopardise the continuation of the trial, the receiving head teacher should contact both the home school and the LA so that discussions may take place as to how to proceed. If it is felt that the presenting behaviours are so serious as to warrant the termination of the trial then an emergency final review meeting should be convened.

The final review meeting has three potential outcomes:

1. **The managed move is considered successful** and the permanent transfer is agreed. All appropriate parties complete the Managed Move Evaluation Form (Appendix 5 p.25). Copies should be signed by all present in the meeting and distributed to appropriate parties. At this point, the parent having completed an In Year Transfer request form, the formal admission to the school is processed via School Admissions and the pupil's school record is transferred to the

receiving school in compliance with the Education (Pupil Information) (Wales) Regulations 2004 referred to in Step 3. Receiving schools are requested to end the 'subsidiary dual' registration and reregister the pupil as '*main single*' from the agreed on roll start date to ensure that the trial period is maintained as a separate entity on SIMS.

2. If success criteria targets have not been fully met it may be agreed that **the managed move is to be extended** until the end of the term or beyond. In such circumstances a second review meeting should be planned, a new date agreed and the agreement updated accordingly.
3. **The managed move is considered to be unsuccessful.** In this case the review meeting will address any ongoing concerns and may recommend that the placement in the receiving school is not viable. In such circumstances other options will be explored, including whether it would be preferable for the pupil to return to the home school.

As there is no guarantee of success home schools should be prepared for a pupil's potential return. This is particularly true of those set up for behaviour issues as such trials may be terminated at short notice.

For those pupils at imminent risk of permanent exclusion such planning is imperative. The failure of a managed move would not automatically trigger a permanent exclusion particularly if other options such as a Specialist Placement Request are appropriate and yet to be explored. However this does not preclude a head teacher from considering that decision.

Section 5. Managed Moves and the School Admissions Code

Managed moves cannot override the following legal provisions:

- parents'/carers' rights to express a preference at any time for a school for their child
- the obligation of the local authority and governors to comply with parents'/carers' request for the pupil's admission
- the sole right of the head teacher to decide whether to permanently exclude a pupil
- the duty of governors to decide whether to reinstate a pupil
- parents'/carers' right of appeal against their child's permanent exclusion from school.

The local authority as the admissions authority must comply with the Admissions Code. This states that admissions authorities **should not** refuse to admit a child on the basis of their behaviour elsewhere. Schools **should not** refuse to admit a child thought to be potentially disruptive or to exhibit challenging behaviour on the grounds that the child should first be assessed for SEN/ALN. If following admission, a child is found to be seriously and persistently disruptive, then the school may consider disciplinary action, including temporary and ultimately permanent exclusion.

Also, para 3.42 of the School Admissions Code provides that under section 88 (1A) of the School Standards and Framework Act 1998 (as inserted by section 42 of the 2006 Act), it is the duty of the governing body of a community or voluntary controlled school, for which a local authority is the admissions authority, to implement any decision taken by the admission authority relating to the admission of pupils.

No school should, however, be required to admit an undue proportion of children with a recent history of challenging behaviour in any one academic year. An essential feature of a managed move protocol is that it applies to **all** schools and all designated year groups. In the event of a designated year group for a pupil subject to a managed move being full, the local authority might consider the application jointly with the headteacher, to consider whether admission in excess of the indicated admission number can be agreed in an individual case. Admissions granted in this way would not set any precedents within the school for future admissions as each case would be considered on its own merits.

The local authority actively works with schools to ensure that all headteachers, where appropriate and practicable, take a fair share of pupils who are undertaking managed moves (see Section 7).

Section 6. Unacceptable School Practice

Schools should avoid:

- Coercing parents/carers and pupils into accepting a managed move under the threat of permanent exclusion (i.e. parents/carers must not be told that their child will be permanently excluded if they do not agree to a managed move).
- Voluntary/illegal exclusions (i.e. advising parents/carers to remove their child from school roll or to find another school under the threat of permanent exclusion). This practice is both unacceptable and unlawful and denies children their statutory right to education and relevant appeals processes.
- Encouraging parents to make IYT requests or suggesting they are obliged to accept a managed move to address attendance issues
- Advising parents to remove their child from the school roll so that they can access elective home education
- Reciprocity (i.e. when schools agree to exchange pupils without due consideration being given to parental/carers and pupils views and preferences or to individual support needs). Managed moves should only be contemplated where it is in the best interests of the pupil concerned.
- Setting up managed moves without liaison with the LA

Section 7. Monitoring and Review

The impact of this policy and FAPP will be closely monitored and reviewed.

All managed moves will be considered in partnership with the FAPP representatives to ensure that all learners access the most appropriate placement to their needs. The panel will also aim to ensure that there is equity in agreed placements across school settings.

Appendix 1

Managed moves – information for parents/carers

What are managed moves?

A managed move offers a pupil the opportunity to move to a new school and have a fresh start. The transfer to the new school is carefully planned and the pupil is fully supported during the process.

When should I consider a managed move for my child?

You may consider the possibility of a managed move if your child:

- is at risk of permanent exclusion but might succeed in a new environment;
 - has emotional and behavioural difficulties that have not improved as a result of the supportive strategies put in place by the current school;
- or

- finds that placement at the current school is having a negative impact on your child's welfare or attendance.

What do I need to do?

The head teacher of the current school, having raised the idea of a managed move with you informally, will invite you and your child to attend a meeting to discuss a way forward.

A representative of the local authority with experience in this area, the head teacher of the current school and the head teacher of the new school will also be attending the meeting.

If you feel that you would like to bring someone with you to the meeting to represent your views, you will have the opportunity to do so.

If you are a **foster carer** and receive notification that a managed move is to be considered, you should immediately inform your foster child's social worker. A child who is looked after should be convened by the social worker and the designated member of staff for children who are looked after at the school should present a case for or against a managed move.

Before the meeting

It is important to find out what your child's views are and to seek support and guidance if required. Family support can be provided by SNAP and/or an advocate can also attend any meetings. In the case of a child who is looked after alternative advocacy support can be provided by Tros Gynnal.

What happens at the initial meeting?

The local authority representative will set the context of the meeting and answer any initial queries that you and/or child might have.

Discussions will then focus on the needs of your child and, going forward, the best way to support him/her including the possibility of a managed move and what that would entail.

If through discussion you agree that it would be in your child's best interest to proceed with the managed move application the school will fill out an Intention to Transfer form. You will be asked to countersign the completed form to give approval for the relevant information to be shared at the Fair Access Protocol Panel and setting out your preferences regarding any receiving schools.

What happens in the Fair Access Protocol Panel?

The panel will review the presented evidence and decide on whether a managed move would be in your child's interest. If this is agreed, panel representatives will decide on the most appropriate mainstream school for your child and where possible will take into account your particular preferences. You will then be notified and with your agreement, you will be invited to attend a meeting at the proposed new school.

What happens at the Managed Move agreement meeting?

Your child's needs will be discussed, and any current Pastoral Support Programme reviewed and amended accordingly. Support that might be available regarding matters such as transport will also be discussed. A start date in the new school and a formal review date to discuss progress will also be agreed.

What happens if I don't wish to proceed with a managed move?

You and your child have no legal obligation to accept the offer of the managed move and can decline but you will be invited to consider whether it may be beneficial in the long term for your child.

Appendix 2

Invitation to managed move meeting Draft letter to parent/carer

[Date]

Dear [name of parent/carer],

Re [name of pupil]

Following our previous discussions, I am writing to invite you to attend a meeting in school (*or alternative setting*) on [date] at [time] to further explore whether a managed move may be beneficial for [name of pupil] in the long-term.

The meeting will be attended by [list of attendees- *include names, roles and appropriate school/agency*]

If you wish, you may choose to bring a representative with you.

Please contact [school representative] on [contact number] to confirm that you will be able to attend or arrange an alternative appointment.

Yours sincerely,

[name of home school representative]

Attached: 'Managed moves – information for parents/carers'



Intention to Transfer Form

To be used for all Key Stage 4 (Year 10 and 11) transfers, Managed Moves, Permanent Exclusions and the vulnerable groups referenced in the Fair Access Protocol

The purpose of this form is to make a referral to the Fair Access Panel in order to discuss your son/daughter's education placement. This may result in a change of placement, support and guidance in the form of advice to school, a visit by Access & Inclusion staff, a report being written or a referral to an Access & Inclusion panel.

How we use your personal information

The information on this form (and any additional information attached) will be used by the Access & Inclusion Service to discuss your child and their Education provision in line with the Council's legal duty and public task.

To learn about how your privacy is protected and how and why we use your personal information to provide you with services, please visit our service privacy notice here

www.rctcbc.gov.uk/serviceprivacynotice and the Council's data protection pages here www.rctcbc.gov.uk/dataprotection.

SECTION 1: REFERRAL DETAILS

Referring School/Agency:		Date of Referral:	
Name of School/Agency Contact:		Role:	
Email address:		Phone number:	
Referral for: (Please tick)	In-Year Transfer		Managed Move
	Permanent exclusion		Other
Reason for referral/presenting issues:			

SECTION 2: PUPIL DETAILS

Name of Pupil:			
Date of Birth:		Gender:	
Current school:		Admission date:	
Previous school:		Admission date:	
Year Group:		UPN:	
Is the Child Looked After (CLA)?:	Yes/No	If CLA responsible LA:	

ALN: (Please tick)	Not identified		School based IDP	
	LA Maintained IDP		Statemented	
	SA/SA+			
Primary Need (Please tick)	Cognition/learning		Social, emotional/behavioural	
	Sensory/ medical & health		Speech, language & communication	

SECTION 3: FAMILY DETAILS

Parent's/Carer's Name(s):	1	2
Home Address:	1	2
Phone Numbers:	Home Work Mobile	Home Work Mobile

SECTION 4: PUPIL ASSESSMENT

National Curriculum Area	Teacher Assessment		
	Current Performance	End of KS2 levels	End of KS3 levels
Welsh (first language)			
English			
Mathematics			
Science			

Key Stage 4 Subjects	Key Stage 4 Course Followed	Key Stage 4 Current Grades	Key Stage 4 Predicted Grades
Key Stage 4 Controlled Assessment Results			
Subject	Assessed Element	Completed (Yes/No)	Available (Yes/No)

SECTION 5: PUPIL STRENGTHS/AREA FOR DEVELOPMENT

Pupil Strengths
Pupil Needs/Areas for Development

SECTION 6: ATTENDANCE & EXCLUSION DATA

Attendance	Current academic year	Previous academic year
Percentage (%)		

Exclusion	Number of incidents	Number of days	Date	Main Reason for Exclusion(s)
Fixed Term – current year				
Fixed Term - previous year				
Permanent – current year				
Permanent – previous year(s)				

SECTION 7: HISTORY OF SCHOOL BASED INTERVENTIONS AND SUPPORT

Start Date	Nature of Intervention	Frequency /Duration of Intervention	Staffing Ratio (e.g. 1:1, 1:6)	Supporting Evidence attached (please tick)

Existing Plans	Yes/No	Supporting Evidence attached (please tick)
IEP /IDP	Yes/No	
IEP /Statement of SEN	Yes/No	
Pastoral Support Plan	Yes/No	
Risk Assessment/Management Plan	Yes/No	
Positive Handling Plans/Serious Incident Reports	Yes/No	

SECTION 8: EXTERNAL AGENCY INVOLVEMENT

Name	Agency	Date of Last Involvement	Supporting Evidence attached (please tick)

SECTION 9: PUPIL / PARENT VIEWS

Child/Young Person's Views:
Parent/Carer's Views:

Choice of school (in order of preference)			
1 st		Reason	
2 nd		Reason	
3 rd		Reason	

SECTION 10: DECLARATIONS

Head Teacher name:		Signature		Date	
LA representative name		Signature		Date	

Parent / guardian

I am aware and understand that my child will be referred to the Fair Access Panel regarding their education placement.

Please advise the Service if you would like your correspondence in Welsh or English

Parent / guardian name:		Parent / guardian signature:	
Date:		Additional notes:	

Headteacher

- I confirm that the information contained in this form (and any additional information attached) is accurate.
- I have made the parent/guardian aware of:
 - How the personal data will be used to identify additional support if appropriate.
 - How they can access their information rights and further information via the Data Protection pages of the Council's website.

Head Teacher name:		Head Teacher signature:	
Date:		Additional notes:	

Panel Use Only

Agreed school:			
Pre-admission date:		Agreed start date:	
Agreed actions:		Responsible professional:	Deadline:

Reason for Referral to Fair Access Protocol Panel (please tick the most relevant category)			
Parental In Year Transfer request		KS 4 Intention to Transfer	
Permanent exclusion		High risk of permanent exclusion	
ALN		PRU/EOTAS reintegration	
Gypsy/Traveller		Young Carer	
Attendance Issues		CLA	
YOS/Criminal Justice Involvement		Other	



Access and Inclusion Service Managed Move Agreement

The purpose of this form is to assist in the transfer of your son/daughter's education placement.

How we use your personal information

The information on this form (and any additional information attached) will be used by the Access & Inclusion Service to discuss your child and their Education provision in line with the Council's legal duty and public task.

To learn about how your privacy is protected and how and why we use your personal information to provide you with services, please visit our service privacy notice here

www.rctcbc.gov.uk/serviceprivacynotice and the Council's data protection pages here

www.rctcbc.gov.uk/dataprotection.

Pupil Details			
Name of Pupil:			
Date of Birth:		Male/Female:	
Year Group:		UPN:	
Address:			
Home School:			
Receiving School:			
Trial Period:	From:		To:

Date of meeting:	
Agreed integration/attendance arrangements:	
Attendance officers contact details:	Home school: Receiving school:
Agreed transport arrangements:	
Agreed pastoral and academic support arrangements:	

Success criteria:	
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Interim meeting	Date:		Time:	
Final review meeting	Date:		Time:	

Signatories:

Representative of home school			
Name:		Role:	
Signature:		Date:	

Representative of receiving school			
Name:		Role:	
Signature:		Date:	

Parent/carer					
Name:		Signature:		Date:	

Pupil (where appropriate)					
Name:		Signature:		Date:	

Representative of Local Authority (where appropriate)					
Role:					
Name:		Signature:		Date:	

Other					
Name:		Signature:		Date:	
Role:					

Copies to: parent/carer; home/receiving school; Local Authority (Admissions, Access and Inclusion; Attendance and Wellbeing)



Access and Inclusion Process Managed Move Evaluation Form

The purpose of this form is to assist in the evaluation of your son/daughters Managed Move.

How we use your personal information

The information on this form (and any additional information attached) will be used by the Access & Inclusion Service to discuss your child and their Education provision in line with the Council's legal duty and public task.

To learn about how your privacy is protected and how and why we use your personal information to provide you with services, please visit our service privacy notice here

www.rctcbc.gov.uk/serviceprivacynotice and the Councils data protection pages here

www.rctcbc.gov.uk/dataprotection.

Name of Pupil:			
Date of Birth:			
Year Group:			
Male/Female:			
Address:			
Home School:			
New School:			
Period of Transfer:	From		To

Interim meeting	
Date:	
Comments:	

Final review meeting		
Date:		
If successful:	Official start date:	
If unsuccessful:	Cessation date:	

	State reasons:	
	Actions to be taken/timescales:	

Signatories:

Representative of home school			
Name:		Role:	
Signature:		Date:	

Representative of receiving school			
Name:		Role:	
Signature:		Date:	

Parent/carer					
Name:		Signature:		Date:	

Pupil (where appropriate)					
Name:		Signature:		Date:	

Representative of Local Authority					
Role:					
Name:		Signature:		Date:	

Other					
Name:		Signature:		Date:	
Role:					

Copies to: parent/carer; home/receiving school; Local Authority (Admissions, Access and Inclusion; Attendance and Wellbeing)

Managed Move Process Map

Step 1

School contacts LA officer (EPIT) to discuss potential Managed Move as part of graduated response

Step 2

Meeting held in home school with parents/carers, pupil and the LA officer to discuss the option of a managed move.

Parent chooses to proceed? No

Parental Consent Form (MM1) form is

Step 3

School completes and submits Application Form (MM2) to Hard to Place

Named school accepts proposed trial No

Step 4

Meeting held in receiving school with representation from both schools, the parents/carers, pupil and EPIT to draw up the Managed Move Agreement (MM2)

Implementation of Managed Move to be monitored by EPIT

Interim meeting held after two

Success criteria met? No Serious

Extend trial

Final review towards the end of the trial- Outcome form (MM4) completed

Managed Move

Consider options including

Success criteria met? No

Move made

If options exhausted and issues persist possible need for SPR application or

In Year Transfer form completed and submitted to

*If the pupil has a statement of ALN the meeting will need to be considered as a review of that statement and all relevant elements of the SEN Code of Practice followed

Points to consider before implementing a Managed Move

- Is it in best interest of the pupil or might it be considered to be merely moving the problem or shifting responsibility?
- Is the pupil at risk of further fixed term exclusions or even permanent exclusion?
- Is attendance at their current school negatively affecting their emotional welfare?
- Have they received a variety of supportive SEBD strategies in their school with limited success? (*see Graduated Response below*)
- Could the behaviour issues be at least partially resolved by addressing training issues in the current school?
- If the core issues are rooted in family matters would it be better to seek to resolve those issues ahead of/alongside any change of school?
- Are they likely to benefit from a fresh start, developing new relationships in a new environment?
- Would their particular needs make it more difficult for them to adjust to new situations?
- Would the benefits of the move outweigh any disadvantages of the inevitable disruption to the pupil of adapting to a new environment/arrangements, changes in support/ongoing interventions and having to make new friends?
- Would the pupil be disadvantaged due to the potential impact on current or upcoming courses, assessments or external examinations?
- Are practical issues such as transport likely to be insurmountable hurdles?

The Graduated Response

Prior to requesting a managed move, head teachers must be satisfied that all possible preventative procedures/strategies have been considered and that a robust graduated response to address matters has been largely exhausted. A range and variety of interventions should have been employed over an appropriate period and clearly documented as to their impact.

It is recognised that there will be occasions when schools consider students appropriate for a managed move as a result of a single serious incident. These cases should be exceptional and treated as such.