



Managed Move Protocol

Access and Inclusion Service

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Section 1. Introduction

A managed move is an effective intervention strategy recommended in Welsh Government's (WG) guidance on exclusion (Exclusion from School and Pupil Referral Units; guidance document no: 171/2015):

'If a school feels that it can no longer manage the behaviour of a particular learner, the school may arrange, normally through the LA, for another school to take over the learner's education. This should only be done with the full knowledge and cooperation of all parties involved, including the parents/carers and the LA, and in circumstances where it is in the best interests of the learner concerned. Parents/carers should never be pressured into removing their child from school under threat of a permanent exclusion, nor should learners be deleted from the school roll to encourage them to find another school place. Regulation 8 of the Education (Pupil Registration) (Wales) Regulations 2010 details the only lawful grounds for deleting a learner's name from the school roll.'

The Welsh Government's specific guidance on managed moves (Effective Managed Moves – *A fresh start at school for children and young people 096/2011*) has helped to inform this local policy and to ensure that a consistent and robust approach is adopted in Rhondda Cynon Taf.

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 school. Such arrangements have been used formally in Rhondda Cynon Taf for a number of years as a preventative measure to avoid permanent exclusions and the negative outcomes associated with them whilst allowing pupils to remain within mainstream education. As managed moves are initially on a trial basis receiving schools are often more receptive to accepting a pupil with a history of challenging behaviour as the move only becomes permanent if the trial placement is successful. There are many potential advantages to managed moves, but it is essential that these are undertaken with the full consent and co-operation of all concerned including pupils, parents/carers, both schools and, where appropriate, external agencies. 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.

The Managed Move Protocol seeks to establish fair, open and transparent processes and procedures to reduce permanent exclusions and to ensure that pupils at risk of exclusion are, where appropriate, given a fresh start in a new school on an equitable basis. 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 special educational needs (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 for Wales 2002. For further information in relation to the exclusion process, please refer to RCT's guidance on the Management of Exclusions from Schools and Pupil Referral Units.

Section 2. When should a managed move 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. In cases where the potential risk is high to other learners, 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;
- are unable to remain in their home school because of exceptional circumstances not necessarily related to their behaviour in the school.

Parents/carers sometimes take the decision themselves to move their child to another school. It may be that this decision has been taken after some issues at the home school, but the home school has not felt it necessary to initiate the move because it does not have significant concerns about the child's behaviour. All options should be explored, including mediation, to resolve the issues causing concern before an application to another school is made. If a successful resolution of the issues causing concern is not possible, the normal in-year admissions process will apply. In these instances the school that is approached regarding admission should pay due regard to the School Admissions Code (2013) and make arrangements for the pupil's admission as soon as possible. Every effort should be made to liaise with the current school to ensure that information is shared and appropriate provision is put in place by the receiving school to ensure that the pupil is successful in the new school.

This Managed Move Policy does not apply to learners with a statement of SEN. The admission of children with statements of SEN is covered by the Education Act 1996 and the Special Educational Needs Code of Practice for Wales 2002. For learners with a statement of SEN who require a change of mainstream provision an annual review of their statement should be convened with all relevant partners. Following the review, all documentation and supporting evidence should be submitted to the LA SEN Panel and necessary amendments made to the statement of SEN, including changes to the named mainstream provision. Section 324 of the Education Act 1996 requires a maintained school that is named in a statement of

SEN to admit the child concerned. In these cases, schools cannot refuse to admit even if this would result in them exceeding their admission number.

In view of this and the statutory responsibilities relating to meeting the needs of learners with SEN, any changes in mainstream placement for statemented learners should be considered via normal admission and annual 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 behaviour has been exhausted. A range of interventions should have been explored and clearly documented. These interventions could include:

Early Years/School Action

- Parental interviews/discussions
- Individual Education Plans/Individual Behaviour Plans (IEPs/IBPs); Pastoral Support Plans (PSPs); risk assessment/management plans; positive handling plans
- Assessments of learning/wellbeing needs (e.g. Thrive; focused observations)
- Change of class/teaching group, modified timetable
- Learning mentor/coach, peer mentor, classroom support
- Behavioural programmes and small group interventions (e.g. Emotional Literacy Support Assistant, Student Assist Programme, social skills training)
- Individual reward systems or positive behaviour management programmes
- Planned withdrawal, external exclusion
- Fixed term exclusion
- School based counselling.

Early Years/School Action Plus

- IEPs/IBPs/PSPs); risk assessment plans; positive handling plans
- Access to enhanced school based support/interventions to address identified needs
- Referral to the Attendance and Wellbeing Service (AWS)
- Referral to the Access and Inclusion Service and evidence of revised plans and interventions following specialist assessment, consultation and/or advice
- Alternative curriculum options
- Involvement of relevant/appropriate support services (e.g. CAMHS, Children's Services, BAROD, Youth Offending Service, Careers Wales)
- Access to school based counselling
- Parents/carers meeting with head teacher, pastoral staff and external agencies, local authority representatives

This is not a definitive list and schools should include any other strategies they have tried. 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 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 the case of a child who is looked after (CLA), the social worker's involvement is essential and in their role as Corporate Parent should be party to the discussions on a planned managed move from the outset. The decision to move may require a referral to a further multi-agency forum. There should also be a CLA review to consider the wishes of the child. Children who are looked after 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 will be initiated with the relevant local authority officers (Exclusion Prevention and Intervention Teacher (EPIT) and/or In-Year Transfer Officer).

For learners without a statement of SEN but with significant SEN the parents and relevant agencies involved with the pupil should be invited to a meeting in the home school

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 Intention to Transfer form to be completed. This should be countersigned by the parents so that there is documentary evidence of informed parental consent to share relevant information at the Fair Access Protocol Panel (FAPP).

Step 3: Referral to Fair Access Panel

Following the meeting the completed Intention to Transfer form and all relevant documentation should be sent by secure email to angie.williams-roberts@rctcbc.gov.uk. All referrals and any supporting documentation should be forwarded for consideration five working days prior to the date of the Fair Access Panel (FAP) which will be scheduled to take place every 3 weeks.

All Intention to Transfer Forms will be considered in a FAP Referral Meeting involving the LA's In-Year Transfer Co-ordinator, Exclusion Prevention and Intervention Teacher and senior officers from Access and Inclusion / Attendance & Wellbeing Service and a school representative. Officers will collectively reach agreement as to whether submission to the FAP is needed or whether this should be processed as part of the usual in-year school admission process. Minutes of the meeting should be recorded for transparency.

All referrals deemed appropriate for the FAP will be disseminated to all panel members by secure email 3 working days prior to the panel date. All panel members will be required to bring the disseminated information to the meeting as paper copies will not be available in the panel

The FAP will consider the referral and supporting documentation and, where possible, take into account parental preference for placement and the child/young person's views. The FAP will identify a suitable mainstream school placement. In cases, where a potential school has already been identified prior to the FAP it is recommended that a referral is still made so that data relating to hard to place learners are maintained and recorded. Pre-discussions of this nature are helpful in that they can speed up panel processes but all decisions will be subject to FAP approval and discussions involving the associated schools at the panel. Further information relating to the FAP and FAPP are detailed in the Fair Access Protocol and all schools represented in the panel will ensure timely decision making and effective collaboration.

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.

Step 4: Managed Move Agreement Meeting Held in Receiving School

The Exclusion Prevention and Intervention Teacher will liaise with all parties to ensure that a meeting is swiftly convened at the receiving school to agree the details of the trial placement. 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. EPIT)

All of the information submitted to the Fair Access Panel 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 fully aware of the pupil's difficulties.

All the pupil's records should be made available. In order to make an informed decision, all relevant information on the pupil should be shared with the receiving school prior to an acceptance of transfer being made. The information that can be shared is set out in the Education (Pupil Information) (Wales) Regulations 2004. Regulation 5(3) of those regulations states that when a pupil is under consideration for admission to another school (including an independent school) or to a further education institution the head teacher must transfer to the responsible person, free of charge, the pupil's educational record within 15 days of receiving the request. The Education (Pupil Information) (Wales) Regulations 2004 specify that information should be shared via the Common Transfer System (CTS).

Part of the discussions should consider practical arrangements, including transport and uniform matters, realistic expectations of the receiving school and the pastoral and academic needs of the pupil. Support with transport will be arranged on a case by case basis and may require further communication with the Integrated Transport Unit.

Clarity in relation to the support needs of the transferring pupil should be discussed and agreed in the meeting. All agreed support and strategies should be reflected in the new Pastoral Support Programme by the new school. Consideration should also be given to strategies to facilitate effective transition into the new school and effective peer group. Possible strategies could include access to:

- the SENCo or specialist SEN 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

As all Additional Needs Funding is delegated to schools, support for learners accessing managed moves placements should be funded from Individual School Budgets (notional 5%) 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 placement 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. This should be for at least a 6 week period (with interim reviews) 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. The need for the pupil to take responsibility for their own behaviour 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 in behaviour.

Parents/carers should be advised as to what other options will be explored if the managed move proves unsuccessful.

All relevant information and agreed actions should be recorded during the meeting and the record signed. 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 initial 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 notify the home school of any absence or wellbeing concerns. Absences should be mirror coded at both schools. 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.

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 the successful completion of the management move process.

Evaluation

An interim meeting to review progress should be held with the parents/carers after the pupil's first ten days in their new school. 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. It may be agreed that **the managed move is to be extended** until the end of the term or beyond. However, a further trial period would only be appropriate in exceptional circumstances. In such circumstances a second review meeting should be planned and a new date agreed;
2. **The managed move is considered successful** and the permanent transfer is agreed. All appropriate parties complete the Managed Move Evaluation Form (Appendix 5). 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 '*Guest*' registration and reregister the pupil as '*Main single*' from the agreed on roll start date to ensure that the trial period is not lost from the SIMS record.
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.

Although the return of the pupil to their home school would not automatically constitute a permanent exclusion if there are sufficient grounds then the home school may decide to permanently exclude the pupil.

Where a head teacher decides to permanently exclude a pupil but subsequently, before the governors make a decision on the exclusion, agrees a managed move would be an acceptable alternative, the exclusion will be rescinded.

Where the governors overturn a head teacher's decision to permanently exclude but the parents/carers feel the pupil need a fresh start, a managed move should then be considered.

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. 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 3.36 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 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.
- 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.

Section 7. Monitoring and Review

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

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

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 attendance at the current school is having a negative impact on his/her welfare.

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 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 reviewed 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 the 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 Panel.

What happens in the Fair Access 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 will be reviewed and new objectives will be agreed with you and your child. 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 want 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 it but you will be invited to consider whether it may be beneficial in the long-term for your child.

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 a representative school representatives [names to be provided] and by colleagues from [name of other agencies attending if necessary].

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,

[head teacher of home school]

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 Councils 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:		Male/Female:	
Current school:		Admission date:	
Previous school:		Admission date:	
Year Group:		UPN:	

Is the Child Looked After (CLA)?:	Yes/No	If CLA responsible LA:	
Code of Practice: (Please tick)	Early Years Action or School Action		Early Years Action Plus /School Action Plus
	Statemented		Not applicable
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 at Early Years Action/School Action	Yes/No	
IEP at Early Years Action Plus/School Action Plus	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	
SEN – no statement of SEN		PRU 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:	
Agreed transport arrangements:	

Agreed pastoral and academic support arrangements:	
Success criteria:	

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/carers					
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.

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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

