
Meeting: **ADMISSIONS FORUM**
Date: **11 November 2010**
Subject: **Fair Access Protocol**
Report of: **Deputy Chief Executive and Director of Children, Families and Learning**
Summary: To consider any issues relating to the Fair Access Protocol

Contact Officer: Claire Warner

RECOMMENDATIONS:

- 1. To note the number of pupils admitted through the Fair Access Protocol during the 2009-2010 academic year**
- 2. To seek the views of the Forum on the distance limit for middle schools**
- 3. That only those academies which had previously been in special measures (or removed from special measures within the last two years) or under notice to improve, be exempt from admitting pupils through the Fair Access Protocol**

Background

1. The Fair Access Protocol was agreed with schools in July 2009 and has been operating since September 2009.
2. A key principle of the Protocol is the equitable distribution of 'hard to place' students across schools. Appendix A sets out the number of pupils placed through the Protocol during the 2009-2010 Academic Year by phase and by category.
3. The current Fair Access Protocol determines a distance of up to five miles from home to school placement for lower and middle school students and up to ten miles for upper school students.

An analysis of the figures over the last three years across middle schools demonstrates that there are some middle schools that due to their geographical position and the five mile distance limit, have not had any students placed under the Fair Access Protocol.

This issue was raised at the Fair Access Protocol Working Group, a head teacher and officer group which have met half termly to monitor the Protocol and to try to resolve local issues. The Working Party considered that the issue should be raised with the Admissions Forum. The views of the Forum on the distance limit for middle schools are sought.

4. Members of the Forum will recall that it was agreed that a school in challenging circumstances and with an unusually high proportion of challenging pupils may be exempt from accepting pupils under the Fair Access agreement if:
- a) It is in special measures or has recently come out of them (within the last two years)
 - b) Has been identified by OFSTED as requiring significant improvement and therefore given 'notice to improve'.
 - c) Is subject to a formal warning notice by the Local Authority.
 - d) Is a Fresh Start school or Academy open for less than two years
 - e) Is a secondary school where less than 20% of children are achieving 5 or more GCSEs at grades A* - C including English and Maths or a primary school where fewer than 55% of pupils achieve level 4 or above at Key Stage 2 in both English and Mathematics for four or more consecutive years.

Members will note that Academies with a high proportion of challenging pupils are currently exempt from admitting pupils through the protocol. New Academies may not fall within this category. The Forum is, therefore, asked to consider a change to the Fair Access Protocol which would exempt Academies from admitting pupils through the protocol **only** if they were previously a school in special measures (or removed from special measures within the last two years) or under notice to improve.

Appendices:

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| Appendix A | Fair Access Protocol Figures for 2009-2010 |
| Appendix B | Fair Access Protocol – Information Circular |

**Central Bedfordshire pupils allocated schools
Through the Fair Access Protocol
September 2009 – July 2010**

Pupils admitted by Category within Phase 2009/10

Phase	Category	Total
Lower	Challenging Behaviour	1
	Exclusion	2
Lower Total		3
Middle	Challenging Behaviour	2
	Exclusion	9
	Managed Moves	1
Middle Total		12
Upper	Challenging Behaviour	3
	Managed Moves	2
	Exclusion	17
Upper Total		22
Total		37

Pupils admitted by Reason 2009/2010

Category	Total
Exclusion	28
Challenging Behaviour	6
Managed Moves	3
Total	37



Information Circular

To: Headteachers and Chairs of Governors of all Central Bedfordshire schools

Subject: Fair Access Protocol for all phases

If you have a query about the content of the circular please contact the person[s] below:

Claire Warner
Head of Partnerships and Reintegration
Phone: 01234 276662

FAIR ACCESS PROTOCOL FOR ALL MAINTAINED SCHOOLS, INCLUDING ACADEMIES

1 Introduction

1.1 The School Admissions Code requires all Local Authorities to have Fair Access Protocols in place. All maintained schools and Academies must participate in the Local Authority's protocol.

1.2 The Protocol encourages the local authority and schools to work together in partnership to improve behaviour, tackle persistent absence and help support behaviour and attendance partnerships. This protocol has been updated to take account of new Regulations and incorporates guiding principles against which to place children who may have difficulty securing a school place outside the normal admissions round.

2 Background

2.1 In November 2004 the DCSF issued guidance outlining the expectation that all local authorities should have implemented a protocol for sharing 'hard to place' secondary aged pupils by September 2005.

2.2 This protocol was known as the Hard to Place protocol. Further and more recent guidance was provided in the School Admissions Code 2007 which required all admission authorities and Admission Forums to have In-Year Fair Access Protocols in place by September 2007. In December 2008 a revised School Admissions Code was presented to Parliament. The revised School Admissions Code came into legal force in February 2009. The code is made by the Secretary of State for Children, Schools and Families under Section 84 of the School Standards and Framework Act 1998 as amended by Section 40 of the Education and Inspections Act 2006.

2.3 A key change within the draft protocol is the addition of categories of pupils that must be included in the Protocol as minimum.

These are set out below:

- Children attending PRUs who need to be reintegrated back into mainstream education
- Children who have been out of education for longer than one school term
- Children whose parents have been unable to find them a place after moving to the area because of a shortage of places
- Children withdrawn from schools by their family, following fixed term exclusions and unable to find another place
- Children of refugees and asylum seekers
- Homeless children
- Children with unsupportive family backgrounds where a place has not been sought
- Children known to the police or other agencies
- Children without a school place, and with a history of serious attendance problems
- Traveller children
- Children with special educational needs [but without a statement]
- Children with disabilities or medical conditions
- Children returning from the criminal justice system
- Children of UK service personnel and other Crown Servants
- Children who are carers.

3. Pupils not covered by the Fair Access Protocol

- 3.1. Looked After Children and pupils with Statements of Special Educational Need are not included in these categories as their placements are determined by other legislation. However, from an equity point of view, some pupils within these categories should be recognised as a challenging placement and our processes should ensure that they are not disadvantaged in any way.
- 3.2. Furthermore, in order to maintain the principle of 'fair sharing' of challenge, where a Looked after Child or a child with a Statement of SEN falls into one of the other Fair Access categories [e.g. permanently excluded] , they could also be considered for recognition under Fair Access procedures.
- 3.3. Looked After children – admission meeting should be arranged immediately, unless there are exceptional circumstances e.g. the pupil is awaiting an imminent change of care placement, As a principle, children should not be moved to a new care placement without the education provision being arranged first [including school placement], except for emergency cases. Admission should follow within next six days.
- 3.4. Managed Moves are outside the scope of this protocol. The Local Authority will provide information and guidance on Managed Moves and a successful managed move arranged between two schools, can be recorded against the receiving school's number of pupils taken with challenging behaviour, if they meet the criteria. See Appendix 2.

4. Guiding principles

- 4.1. At all stages LA officers work in partnership with schools in implementing this protocol.
- 4.2. Swift action on the basis of sound information is key to the success of this protocol. It is anticipated that all decisions on placement will be actioned within 10 school days.
- 4.3. The protocol applies in exceptional circumstances, where the circumstances of the child mean that normal admissions procedures cannot ensure that the child will be admitted to a suitable school as quickly as possible.
- 4.4. The protocol must work for the benefit of the child.
- 4.5. All maintained schools, including voluntary aided, voluntary controlled, community, foundation and academies must take an equitable share of challenging pupils.
- 4.6. A balance needs to be struck between finding a place quickly [for instance in an under subscribed school or one facing challenging circumstances] and finding a school place which is appropriate for the child.
- 4.7. No school should be asked to take an unreasonable number of challenging pupils, particularly in one year group, through this protocol. No more than two pupils in the same year will be identified within one term for any individual school.
- 4.8. The process of placement needs to be open and fair.
- 4.9. Reintegration into a mainstream environment may not always be the best solution for a child's needs and other alternatives or flexible arrangements should be considered in the long and short term, in particular in Key Stage 4.
- 4.10. Whilst this protocol covers only the schools within Bedford Central Bedfordshire every effort will be made to contact a neighbouring [maintaining] authority to help secure a

school place in that area under its protocol where appropriate, and with the maintaining authority's agreement.

5. Procedures

5.1 It is essential that detailed information for pupils who have been permanently excluded is received from the school within two days, in order to enable the Local Authority to meet its statutory responsibility for full time education provision from the 6th day.

5.2 In order to make an accurate assessment on the appropriate placement for a pupil, the following information will be collected and considered about the pupil by the Local Authority.

- Pupil Profile
- PSP, IEP, PEP, Incident List [previous school]
- Exclusions paperwork
- Reports for other agencies and professionals
- Views of the pupil and parent/carer
- CAF – if a CAF has not been completed by the previous school, the Local Authority will seek to undertake one as a priority.

5.3 A framework for pupil information has been prepared for pupils who have been permanently excluded and are on the roll of the LA short Stay School [PRU] or other alternative provision.

This will address the issues raised by Headteachers relating to:

- Assessment of behavioural and educational needs, strategies and interventions undertaken to address the needs
- Activities and curriculum followed at the PRU
- Readiness for reintegration

6. Time Scales

6.1. Any pupil, whose placement has been agreed under the Fair Access Protocol, must be admitted to the school and added to the register within ten school days of the placement being agreed. This does not interfere with the timescales agreed between the receiving school and the PRU, if this is appropriate, on a phased reintegration. A flow chart of the timescales and process is included as Appendix 1.

6.2. For permanently excluded pupils, each pupil's individual circumstances will be taken into account when determining the pathway of provision.

6.3. Some pupils may be able to return to another mainstream school by the sixth day following the date of the exclusion. This will be determined on the basis of information made available by the excluding school and any other involvement by outside agencies.

6.4. Where admission to a mainstream school within the first six days is not possible or appropriate, pupils will be admitted to a PRU/alternative provision by the sixth day following the Headteacher's decision to exclude. Where future placement in another mainstream school is deemed appropriate, this should be decided within four weeks. An allocation will be made under the protocol and a school admission meeting should be arranged within 5 days. The pupil should be admitted/commence an appropriate reintegration programme and be on roll within 10 days of the admission meeting. Allowances should be made for those pupils who may need to be admitted to school more quickly and who may not need prolonged provision out of a mainstream

environment. Pupils being reintegrated into mainstream schools will be supported by the PRU who will co-ordinate the programme of support for each pupil.

- 6.5. Other pupils with a history of challenging behaviour should be taken on roll within six school days of a place being allocated.
- 6.6. Traveller children –admission should be within 2 days and will usually be arranged by and supported by the Traveller Education Service following the allocation of a school place.
- 6.7. Other pupils arising in the vulnerable category – admission should be arranged and the pupil be on roll within 15 school days of place being allocated.

7. Identifying an appropriate school:

- 7.1. There will be a fair distribution of challenging and hard to place pupils on a turn-taking basis.
- 7.2. Schools should continue to admit local pupils under normal admissions arrangements.
- 7.3. The protocol applies even if a school is full or oversubscribed, or if there is a waiting list; school cannot cite this as a reason for not admitting a high need pupil, unless the admission would breach infant class size limits.
- 7.4. The process aims to be fair to all schools, particularly those who might otherwise be asked to take more than others [such as schools with spare places]
- 7.5. There is an agreed maximum number of challenging pupils for any school to accept through the protocol in any one year, based on the size of the school.
- 7.6. Allocation to a specific school is ratified by the Head of Partnerships and Reintegration.
- 7.7. Parental preference should be considered but will not override the protocol.
- 7.8. The needs of the child, geographical distance and related travel costs must be central in making a decision.
- 7.9. Genuine concerns of a school about the admission of a particular pupil should be taken into account.
- 7.10. Where possible religious affiliation should be matched to the receiving school but this should not override the protocol.
- 7.11. Schools must respond immediately to requests for admission, and should not insist on an appeal being heard.
- 7.12. All schools agree to take challenging pupils in the categories listed, regardless of whether or not the receiving school has permanently excluded.
- 7.13. As necessary, all schools would be asked to accept a number of hard to place pupils and challenging pupils based on the number of pupils on roll at that school.
- 7.14. Each school within a geographical area will be asked, in turn, to admit pupils under Fair Access

- a) The child's home address would be used to identify appropriate schools in an agreed radius [this would increase for older children]
- b) Of those identified, the school highest on the Initial Priority List [see below] would be identified and asked to accept the child.

7.15. Special and Unique factors: In a few instances, special and unique factors might mean that the school second or third on the list would be more suitable. Special and unique factors might include the presence in the school of a group of previous peers, GCSE choices, maximum infant class size or a short-term challenge around staffing. Some factors such as placement in a Key Stage SATs year will apply to all schools and would not be considered special and unique. These factors would be determined by the placement group and would need to balance the needs of the pupil seeking admission, and those of the school and other pupils. Genuine concerns by the school, and any support needed to overcome these should be negotiated by the Head of Partnerships and Reintegration where such factors are recognised, that school would remain at the top of the list, willing to accept the next pupil needing admission.

8. How will the school be identified?

- 8.1. The Initial Priority List would be determined by a one-off benchmarking exercise to establish the order for the initial start of the protocol
- 8.2. Thereafter, a school's position would be determined by its acceptance of a pupil under Fair Access, whereupon the school would move to the bottom of the list and gradually work its way up again as other schools moved to the bottom of the list.
- 8.3. This Initial Priority List would be generated by combining on a 50-50 split:
 - a) Deprivation indicator as taken from the Acorn score
 - b) Current number of pupils already in the school
 - a) with statements for EBD and ASD
 - b) who are Looked After
 - c) reintegrated in the school in the previous academic year who have previously been permanently excluded or on an official managed move
- 8.4. The priority order would not start afresh at the start of each academic year but would roll over into the next academic year. Thus, over the course of several years, all schools would be asked to accept a number of hard to place and challenging pupils regardless of their initial starting point on the order.

9. How would a geographically appropriate school be identified?

- 9.1. In most situations, it is best for a young person to attend a school near their home to reduce lengthy and tiring journeys, and prevent alienation from local friendship patterns.
- 9.2. **The agreed radius would be:**

Lower Schools within 5 miles
Middle Schools within 5 miles
Upper Schools within 10 miles of the pupil's home address

9.3. Maximum number of pupils to be admitted

Outside of the normal admissions processes and the phase transfer arrangements, each school will be asked to admit a maximum number of pupils through the protocol, depending on the size of the school, during each academic year.

Number on roll:	Maximum number of pupils to be admitted in one year
Less than 100	1
Under 250	2
250 – 499	3
500 – 899	4
900 - 1200	5
1200+	6

9.4. The January Schools Census information will be used as the basis for determining number on roll.

9.5. Schools will not be asked to admit more than two pupils with similar needs or in the same year group within one term.

9.6. When a school reaches its maximum number of pupils to be accepted under this protocol, it remains static on the list until all other geographically appropriate schools have also taken their maximum.

9.7. Should an unprecedented high number of pupils need to be admitted in an area, or across the county [for instance if exclusions were to rise substantially], these maximum limits would need to be renegotiated with schools.

10. Schools in Challenging circumstances

10.1. It has been agreed that schools in challenging circumstances and with an unusually high proportion of challenging pupils may be exempt from accepting pupils under the Fair Access agreement if:

- a) A school is in Special Measures [including those within the two year window]
- b) Has been identified by OFSTED as requiring significant improvement and therefore given 'notice to improve'.
- c) Is subject to a formal warning notice by the Local Authority.
- d) Is a Fresh Start school or Academy open for less than two years.
- e) Or is within the designated attainment categories as defined by the new School Admissions Code of Practice¹

10.2. While these circumstances are in force, the school will not normally be expected to accept pupils through the Fair Access protocol but will remain at the top of the list until it is once more eligible to admit a pupil.

11. Parental preference

11.1. Some under-subscribed schools may find that they have been required under admissions legislation to admit an undue proportion of children with a recent history of challenging behaviour, or facing an actual or threatened permanent exclusion from another school.

¹ a secondary school where less than 20% of children are achieving 5 or more GCSEs at grades A* - C including English and Maths or a primary school where fewer than 55% of pupils achieve level 4 or above at Key Stage 2 in both English and mathematics for four or more consecutive years.

- 11.2. It is intended that the fair Access Protocol will lessen this by all schools admitting a more even share of such children, including children excluded from other schools.
- 11.3. Furthermore, where a place is sought to a school in Challenging Circumstances [see 11.1 above] through parental preference and a pupils is deemed to be within one of the Fair Access categories or is challenging as per the QCA questionnaire filled in by the previous school, then such a pupil should ideally be placed through the Fair Access Protocol, rather than through parental preference.
- 11.4. Where this cannot lawfully be avoided, then the admission of this pupil would be recognised as counting towards the receiving school's allocation of fair share.
- 11.5. Because of the high volume of in-year applications received by the Admissions team it will not be possible to identify challenging pupils applying to schools other than those in Challenging Circumstances; the school in receipt of the application needs to raise concerns with the Head of Partnerships and Reintegration to identify whether such a pupil should be considered as a Fair Access placement.

12. Support for the pupil and the school

- 12.1. The admission of a challenging pupil through the Fair Access Protocol will make additional demands on the resources of the receiving school. While there is an expectation that the school will deploy such resources as it has for the benefit of these pupils, this can be difficult to arrange in the short term, particularly when the arrival of the pupil is unexpected.
- 12.2. The Local Authority will deploy its resources in supporting the needs of these pupils and ensuring that their placement under the Fair Access Protocol is successful.
- 12.3. If a school identified through the Fair Access Protocol thinks that additional support will be required, they should put in writing to the Head of Partnerships and Reintegration the nature of the support required, timescales and review dates. The request will be considered swiftly by the BEP panel which meets fortnightly. Cases that require an urgent response will be considered out of panel. Support may not always be in the form of funding but may involve input from other agencies or Services. Support will usually be for one term in the first instance.
- 12.4. All pupils reintegrating from the PRU will remain on dual roll with the PRU and receiving school. The placement will be monitored for at least one term.
- 12.5. The AWPU will travel with the pupil to the new school.

13. Transport entitlement

- 13.1. Apart from already agreed categories, such as permanently excluded pupils, the entitlement to transport for all other categories of pupils placed under Fair Access will be in accordance with the LA Transport Policy. Any agreement to transport would be speedily enacted.

Appendix 1

Reintegration Process for pupils who have been permanently excluded.

Action/Event	Responsibility for Provision	Time Line	Day 1	Day 3	Day 5	Day 6	Day 10	Day 16	Day 25	Day 40	Day 46
<p>A pupil is permanently excluded.</p> <p>The excluding school informs the Local Authority [ISO] by email and by telephone the day of the exclusion.</p> <p>School sends to ISO copy of letter and information concerning the exclusion and the pupil by email and by letter. This must include a copy of the exclusion letter.</p> <p>ISO Team requests access, usually the PRU. to alternative, full-time provision aimed at supporting re-integration to designated school or Further Education.</p>	School School School School	1 day	↓								
<p>Excluding School supplies relevant information concerning the exclusion and the pupil history [as requested on Day1 by email and by post within three school days of the exclusion.</p>	School	3 days		↓							
<p>LA starts to collect other relevant information. CAF is initiated.</p>	School	5 days			↓						
<p>Full-time provision begins and 'per-pupil funding' is transferred</p>	Local Authority	6 days				↓					
<p>Parental and pupil views established and Protocol explained to family.</p>	Local Authority	5 – 10 days					↓				
<p>Governor's Disciplinary Panel must meet within 15 days of the exclusion, if not earlier.</p>	Local Authority	15 days						↓			

Action/Event	Responsibility for Provision	Time Line	Day 1	Day 3	Day 5	Day 6	Day 10	Day 16	Day 25	Day 40	Day 46
LA officers will have considered decision and shared their knowledge	Local Authority										
Contact with Headteacher of identified school to be made within 48 hours of group decision.	Local Authority	Circa 25 days							↓		
Headteacher of identified school must respond within two working days of being informed of the decision.	Local Authority										
Meeting with Headteacher and or Multi-professional Meeting to be conducted within 7 days of Headteacher's response. Date arranged for multi-professional meeting to arrange re-integration package with the school and set up the Individual Pupil Plan within 14 days of Headteacher's response Independent Appeals Panel meets if appropriate.	Local Authority	Circa Day 40								↓	
Pupil goes on roll of identified School and agreed re-integration begins if appropriate within seven weeks of exclusion date and within six weeks of temporary alternative provision. Pupil is dual rolled with the PRU and the reintegration for the first six weeks of the reintegration from the date they go on the new school roll.	School	Day 46									↓

Good Practice in the Reintegration of Excluded Pupils

In the interests of the individual pupil, the family, the local community and society generally, a well organised, timely and personalised process of reintegration is essential.

The LA undertakes to:

1. Take account of particularly difficult year groups in schools when considering the placement of an excluded child into one of these groups.
2. Take account of undersubscribed year groups that have taken a disproportionate number of excluded pupils from other schools.
3. Advise parents about the FAP and the focus on co-ordinated reintegration.
4. If, prior to the exclusion, the pupil was receiving support from the Behaviour Support Team, continued support will be negotiated with the new school.
5. Greys will negotiate a reintegration programme to support the pupil's placement in discussion with the receiving school.
6. If, during the period of exclusion, the pupil was receiving support from a home tutor, the tutor will continue to be employed if necessary during a time-limited period covering the reintegration/induction period.
7. Where there has been no Behaviour/home tutor support, the LA will provide a Behaviour Support Service consultation session within three weeks of admission [if requested by the school], where advice will be offered on the first IEP/PSP, the targets to be set and the strategies for achievement. This service will be provided by the EP if the pupil is well-known to the EPS.
8. Where the pupil has a statement of special educational needs, the Assessment and Monitoring Officer [SEN] will follow Code of Practice procedures and ensure that funding transfers with the pupil.
9. The LA will offer transport to the designated school in line with current Council policy.
10. Where budgets allow, assist parents with the costs of new school uniform where the family experiences financial difficulties as this could be a barrier to successful reintegration.

The school undertakes to

1. Accept an excluded pupil within the 'best chance' principle including where the year group is oversubscribed, if recommended by the Bedfordshire Education Panel.
2. Once referral papers have been received, admit the pupil within 10 school days. [This to be extended to a maximum of 12 days if the start date would then be the first day of a new term], unless it is agreed by BST/PRU and the receiving school that this would not be in the best interests of the pupil.
3. Following the panel's recommendation naming the new school and the LA's placement, the receiving school will have a pre-entry meeting with the support services and other involved agencies.
4. Arrange admissions meetings promptly and avoid unnecessary delays such as calling governors' meetings to discuss the case.
5. Make the re entry meetings positive and encouraging, emphasising the importance of the fresh start. The purpose of the admissions meeting is to share necessary information with parents [for example, school hours, school uniform] and to gather sufficient information to ensure that an appropriate induction package can be put in place, the pupil can be allocated a tutor group and a timetable can be drawn up. A PSP should be drawn up at this meeting.

Parents undertake to

1. Reinforce all the messages about the importance of a fresh start and the high expectations that the new school will be a success.
2. Attend the reintegration meeting and be clear about the way in which they will support, in partnership with the school, by attending any subsequent review meetings about their child's progress and by fulfilling their parental responsibilities for their child's education.
3. Contact the school if there are any reasons for concern at home or at school.

Pupils undertake to

1. Attend punctually and regularly.
2. Work positively in class and hand in homework.
3. Work positively with support staff in place to help them and to participate in the review process.
4. Conform to the school's code of conduct.

The induction process should include time spent with the pupil to ensure they understand what is involved in all of the above.

The induction process is the responsibility of the school but the process and subsequent support may include BST/PRU, EPS, EWS as appropriate and also Connexions for pupils aged 13 or over.

The Reintegration Programme should have regular review dates which should include the active participation of the pupil and their parents.

Managed Moves Protocol for Central Bedfordshire Schools

Introduction

The updated DCFS guidance on Exclusion from schools and pupil referral units 'Improving Behaviour and Attendance' September 2007, make clear that permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. These include:

- *Restorative justice*
- *Mediation*
- *Internal seclusion*
- *Managed move*

The DCFS makes clear that a collective expectation of both schools and Local Authorities is that managed moves must be considered prior to a permanent exclusion being implemented, where appropriate.

The exclusion of a pupil permanently from school has long term negative effects for the child/ young person and is also a negative experience for school staff who will have worked to support the pupil through different strategies.

The use of a **carefully managed transfer** for a pupil who is:

- at risk of permanent exclusion or
- in response to an intractable problem in the current school, where a fresh start at a new school could be a solution, with the agreement and co-operation of all involved, is likely to have much more positive outcomes for everyone.

Principles

- Schools consider and try a range of alternative strategies to avoid exclusion where there is serious breach of a school's behaviour policy.
- A Managed Move is a **voluntary agreement** based on sound educational principles, the terms and conditions of which should be agreed by the pupil, parents/carers, the home school and the receiving school and recorded in a managed moves agreement.

- A managed move usually forms part of the pupil's Pastoral Support Programme [PSP]. A PSP would normally have been in place for some time [up to 16 weeks in DCFS guidance].
- There must be a realistic chance that a change of school will lead to a change of behaviour for the better.
- There should never be more than four weeks between planning a managed move and starting at the new school.
- Appropriate support services such as Behaviour Support, Psychology and Specialist Teaching Service, Educational Welfare Service should have been involved.

Criteria

- A pupil considered for a managed move is normally at least at school action of the SEN Code of Practice
- There is a shared view [school, family, LA services] that the school has used all its available strategies as outlined in the PSP/IEP and that some of the strategies might work in a different setting.
- There is a clear audit of pupil's strengths, the nature of the difficulties and pupil and family views to form the basis of the action planning within the new school.
- the pupil is likely to be permanently excluded for a serious one off offence
- the relationship between the pupil and a group of peers/or staff has broken down irreconcilably.

For pupils with SEN statements and LAC, other considerations are necessary.

- If the pupil has an SEN statement the home school should consider whether it is more appropriate to initiate the Annual Review process and should contact the Assessment and Monitoring team for advice. Managed moves should not usually be considered for pupils undergoing a statutory assessment.
- If the pupil is a Looked After Child then the Inclusion Support Officer will liaise with the Advisory teacher for LAC, and the named social worker. If a managed move is considered appropriate, a member of the LAC team must attend the planning meeting at the home school. No managed move should take place which would have a negative impact on examination outcomes.

A managed move would not be appropriate when:

- a pupil is a persistent non- attendee
- a pupil is seeking a straight forward transfer to a new school
- a pupil is not on a school roll
- a pupil will not return to the home school if the placement is unsuccessful.

Outline of the Managed Move Process

During the managed move the pupil must remain on the roll of the home school.

The first point of contact for schools to discuss whether a managed move is appropriate is through contact with the appropriate Inclusion Support Officer for the school.

Identification of receiving school may be dependent on local circumstances and protocols but usually the Headteacher contacts the possible receiving school directly or, contacts the Inclusion Support Officer to do so on their behalf.

The home school in liaison with the Inclusion Support Officer completes the Managed Moves Proforma.

A planning meeting should be held in the receiving school prior to admission. It is important to ensure that the parents/carers, pupil and relevant support services are fully involved in this meeting. Children's Service Support Staff are expected to prioritise attendance at these meetings.

The meeting should focus on identifying the appropriate support needs and strategies aimed at facilitating a successful fresh start.

The home school have a responsibility to ensure that the new school have all the information required about the pupil's strengths and difficulties and learning profile available for the meeting.

The key issues for the meeting are:

- the school's expectations in terms of behaviour and positive outcomes
- to draw up details of any support to be in place with review dates
- practical issues about timetables, start date, tutor groups, roles and responsibilities.

Once agreement has been reached by all parties on the managed move the ISO will set out the arrangements in a Managed Move Agreement. This will be sent to the parents/carers and a copy will be sent to the home school, receiving school, Admissions Team, Transport, the schools' EWOs, Head of Partnerships and Reintegration and as appropriate the Assessment and Monitoring Team.

The pupil remains on the roll of the home school until both schools have agreed that the managed move appears to have met its aims. This will not usually exceed six weeks. During this period the home school should mark the pupil 'B' educated off site. The receiving school should make the pupil present or absent in the usual way.

The receiving school also keeps a record of the pupil's achievements and behaviour as appropriate.

There should be a review after three weeks and the final review should take place at the receiving school. The parents/carers, pupil, ISO and relevant support agencies should be invited and a decision taken on whether the placement has been successful.

If it is decided by the head of the receiving school that the placement has been successful, then the pupil should be formally admitted. The home school, receiving school, admissions team, Head of Partnerships and Reintegration, school's EWO's should be informed by letter from the Inclusion Support Officer. At this stage the pupil is removed from the roll of the school and placed on the roll of the new school.

If at any time the head of the receiving school considers that the placement is giving rise for serious concern, the managed move may be ended **by the head teacher** and arrangements for the pupil to return to their home school must be put in place immediately. The Pastoral Support Programme must be updated to reflect the interventions and strategies required to support a positive reintegration.

However it would be best practice to ensure there is ongoing monitoring of the placement and that any early concerns are shared with both the home school and ISO in order to consider other strategies and options.

If the placement is unsuccessful the pupil returns to their home school and the ISO confirms this in writing to the home school, receiving school, admissions team, Head of Partnerships and Reintegration, schools' EWO's.

Finance

The remaining AWPU for the pupil [a pro rata amount depending on the time of year] will be transferred from the home school's budget to the receiving school from the date that the pupil transfers onto the receiving school's roll.

In the same way any funding applicable for a pupil with a statement of SEN would be transferred to the receiving school once the pupil was formally on the school roll.

Monitoring and reporting

The operation of the Managed Moves Protocol will be monitored and overseen by the Head of Partnerships and Reintegration, who has responsibility for the overall monitoring and placement of pupils at risk of exclusion and those who have been permanently excluded.

Legal Requirements

Managed Moves cannot over-ride the following Legal provisions:

- a parent's right to express a preference at any time for a school for their child and the right to an appeal if refused.
- The obligation of the Local Authority and Governors to comply with a parent's request for the pupil's admission unless it would prejudice the provision of the efficient education of other pupils or the efficient use of resources.
- The sole right of the Headteacher to decide whether to exclude a pupil.
- The duty of Governors to decide whether to reinstate a pupil.
- A parent's right of appeal against their child's exclusion from school.
- A parent's duty to make arrangements for their child's journey to school.



Managed Move Request Form

Managed Move Request

Part A [To be completed by the 'home' school]

Pupil's Personal Details [Please complete in Block Capitals]

Current school:			
Contact Name:			
Designation:			
Surname of Pupil:			
Forename[s]			
Male/Female			
Date of Birth:			
Parent[s]/Guardian[s]			
Name[s]			
Father			
Mother			
Guardian			
Telephone Number[s] Home:			
Mobile:			
Work:			
Previous Non Bedfordshire Schools attended:			
From:		To:	

Concerns

Incidents in school that have given rise to concern:

- | | |
|---|---|
| <input type="checkbox"/> Physical assault against pupil | <input type="checkbox"/> Verbal abuse/threatening |
| <input type="checkbox"/> Physical assault against adult behaviour | <input type="checkbox"/> Verbal abuse/threatening against adult |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Racist abuse |
| <input type="checkbox"/> Sexual misconduct | <input type="checkbox"/> Drug and alcohol related |
| <input type="checkbox"/> Damage | <input type="checkbox"/> Theft |
| <input type="checkbox"/> Persistent disruptive behaviour | <input type="checkbox"/> Other please specify: |

Strategies

Please briefly outline what positive strategies including support mechanisms have been put in place prior to referral, using the LA's guidance on interventions at school action/school action plus and attach a copy of the pupil's IEP and/or PSP and a social report from the Social Worker, if available.

Sanctions

Please briefly outline sanctions used. [The LA already has information on recorded exclusions]

Attendance

Please attach certificates of attendance covering the last 12 months. For schools using the SIMS Attendance module, this can be produced in Attendance by selecting 'Reports/Individual Pupil Reports/Registration Certificate'

Academic Ability – Teacher Assessments

Please comment upon the pupil's progress in the following subjects with reference to National Curriculum attainment levels.

KS1/2/3 [delete inappropriate – See KS4 separately]

Subject	NC Levels	Teacher Assessments
English		
Maths		
Science		

KS4 Only

GCSEs/GNVQs currently being undertaken by the pupil. Please list subjects and include details of examination board, syllabus etc.

Current assessment of performance – please indicate most recent assessment results, for example, modular tests and portfolio assessments.

Agency Involvement

Please indicate if the following agencies are involved with the student.

<input type="checkbox"/>	Behaviour Support	Contact	
<input type="checkbox"/>	Welfare Service	Contact	
<input type="checkbox"/>	Social Care	Contact	
<input type="checkbox"/>	CAMHS	Contact	
<input type="checkbox"/>	YOT	Contact	
<input type="checkbox"/>	Health Promotion	Contact	
<input type="checkbox"/>	Educational Psychology	Contact	
<input type="checkbox"/>	Other [please specify] e.g. Traveller Education Service	Contact	

Headteacher's Signature:

[Current school]

PLEASE PRINT NAME

Date:

PART B [To be completed by the parent[s]/carer[s]]

Parent[s]/Carer[s] signature[s]

I have attended a review meeting of my child’s progress and agree that a *managed move* to an alternative school is my preferred option.

Name:			
Parent/carer’s signature:		Date:	
Parent/carer’s signature:		Date:	
Pupil’s Signature:		Date:	
Inclusion Support Officer signature:		Date:	

Managed Moves

A Checklist of procedures to follow
[not necessarily in sequential order]

Note in this section:

School A is the pupil's current school

School B is the school to which transfer is being considered

Early Stages of Consideration	√
At School A , pupil identified presenting particularly challenging behaviour for whom a managed move to another near-by school would be a positive strategy and an alternative to possible permanent exclusion.	
Discussed fully with all relevant members of school staff, before considering proceeding further.	
Discussed the possible strategy with non school-based staff involved, such as local support services and professionals in other agencies, etc.	
Reviewed all strategies and sanctions previously applied to the pupil [both on and off school site] over a reasonable time and satisfied these have not been successful.	
Reviewed the pupil's written Pastoral Support Programme and confirm this has been in place for some while [DCFS 16 week example guide]. The review automatically involved and informed the pupil and parent/carer about considering a managed move as a possible option.	
If the pupil is a child looked after, discussed additionally with the member of school staff with assigned responsibility, with LAC Advisory Teacher and with the social worker[s] involved. [Note for LAC a strong justification would be needed for transfer to be agreed].	
If the pupil has a statement of Special Educational Needs, discussed with Assessment and Monitoring Casework Officer. [Accept that as there are SEN Code of Practice considerations, likely that an Annual Review meeting will need to be called forward and the matter also considered by the LA's Provisions Panel].	
Informal contact with an alternative school[s] to see if a placement is possible may take place at this stage. Identification of receiving school may be dependent on local circumstances and protocols but usually the Headteacher contacts the possible receiving school directly or, contacts the Inclusion Support Officer to do so on their behalf.	
Notified the School Admissions Team at County Hall of these arrangements.	
Double-checked that all parties involved remain in agreement.	
Allowed the parent/carer and pupil time to reflect on the proposal and offered them an opportunity to visit the potential receiving school [School B] School have written consent from the parent to begin the process. Without parental	

consent a Managed Move cannot proceed.	
Considered how the pupil will travel daily to the 'receiving' school. Confirmed to the parent/carer this is normally their responsibility. Indicated to them whether, exceptionally, help can be offered by the school in this particular case.	
School A should create and send a ~common Transfer File [CTF] to School B without making the pupil a leaver [from School A] School B should import the CTF then change the registration status of the pupil.	
Accept that at School A , we continue to mark the register for the pupil until they formally transfer to School B's roll.	
Identified in School A both a senior member of staff to be the 'lead/link' person, and another member of staff to deal with day-to-day matters, including keeping the parent/carer and pupil informed at all times.	

Ongoing Contact between Staff in School A and School B	√
Heads of Schools A and B have discussed the proposal together and agreed shared responsibility for the managed move arrangements.	
The senior member of staff in School A , has been given 'lead' responsibility, including liaising with their counterpart in School B and with their ISO lead.	
The day-to-day co-ordinator in School A is liaising with their counterpart in School B ; is making any arrangements for the parent/carer and pupil to visit informally the potential School B [and deciding whether to accompany them]; and for them to provide feed-back about the visit.	

Formal Planning Meeting to Draw Up the Plan/Agreement as Part of the Pastoral Support Programme	√
The ISO is responsible for arranging a planning meeting between School A and School B. [Other parties being invited to attend will include the Behaviour Support Team, Education Social Work Services; together with the parent/carer and pupil].	
A draft written managed move plan/agreement, linked to a Pastoral Support Programme, is being drawn up by the ISO in accordance with agreements reached at the planning meeting. This will show the time-limited period of transfer [maximum six weeks], including expected start and end dates, and indicate whether to be a phased introduction. It will target full time attendance being achieved at the earliest opportunity and within the 6 weeks timescale.	

School A has checked to ensure that the pupil's name remains on their roll until final transfer occurs. Staff there are marking the pupil as receiving education 'off-site' during this time and continue to keep attendance records, to be included later in the Form 7, LA Census and other attendance statistics.	
During this time, School B is recording them as an 'educated off site pupil' there and providing School A with attendance information. Any advice needed on attendance coding is being obtained from the Education Welfare Officer.	

Initial Preparation Work to be Undertaken by Each school	√
School A is preparing the pupil to be ready for transfer, including providing a mentor, such as a Connexions Personal Adviser.	
School B is preparing an induction programme for the pupil, including the identification of key members of staff/a mentor to help ease the settling-in process.	
The two schools have agreed between them what additional pupil records need to manually transfer to School B , to include a copy of the Statement of Educational Needs, where appropriate. [Note: School A remains responsible for a statemented pupil until transfer completed including, in conjunction with School B , calling any Annual or Transition Review meetings and drawing up associated plans, etc. The SEN Casework Officer to be informed/involved for advice and guidance].	
Both schools are ensuring that a pupil entitled to free school meals, and remaining on the roll of School A , is enabled to continue receiving them when attending School B during the period of transfer. Both schools should record free school meal eligibility in their SIMS system.	
An understanding has been reached and agreed with the parents/carers about whether, during the period of transfer, the pupil is required to wear the school uniform of School B and, if so, how this may be arranged.	

Monitoring and Review Arrangements	√
Effective monitoring and review arrangements between the two schools are in place. Review meetings are being held as part of monitoring arrangements. [The ISO may offer to arrange them].	
Clear criteria for evaluating whether the transfer has been successfully completed have been established and shared with all. This ensures that during the transfer 'lead-in' period there is no situation where staffing School A are unaware of any difficulties being experienced in School B .	

If the Transfer is Successful	√
Through proper review, at a meeting attended by all, the transfer is confirmed, the pupil is made a leaver from School A , and formally admitted to School B on agreed date.	
School B has confirmed this to both the School Admissions Team and the ISO.	
School B has arranged for the Pastoral Support Programme, originally in place in School A , to be reviewed and amended, as necessary, within the first four weeks of the pupil's admittance there.	

If the Transfer is unsuccessful	√
There are very exceptional circumstances in this case where a limited extension to the 6 week lead-in period is agreed by all to be appropriate. [For instance, the pupil being transferred has unexpectedly suffered long-term absence through illness] If so, a revised transfer completion date is now recorded on the managed move plan/agreement.	
Through proper review, at a meeting held shortly before the due transfer date and attended by all, the managed move is considered to be unsuccessful. The pupil is 'returning' to School A , where [s]he has remained on roll. School A will decide whether to arrange a re-admission meeting for the pupil, but without delay. School B should enter a leaving date for the 'Guest' pupil.	
School A has advised both the School Admissions Team and their ISO	

Information to include in the written plan/agreement which forms part of the Pastoral Support Programme.

- name, age, NCY of pupil involved;
- Names of 'sending' and 'receiving' schools;
- names of senior members of staff identified in each school with lead overseeing responsibilities;
- names of other members of staff identified in each school with day-to-day co-ordinating responsibilities;
- start and end dates of **managed moves** arrangement, within a maximum timescale of six school weeks, indicating if a phased/part-time start or time in, e.g. Learning support unit, involved;
- date when Pupil's Pastoral Support Programme will be reviewed in the 'receiving' school [not less than four weeks after transfer completed];
- an indication of 'who-will-be-doing-what' during the period of the **managed move**, e.g. **School A** will; **School B** will; the LA will [the later including an expectation of standard of behaviour/compliance required of the pupil, reflecting the need for some in-built flexibility during the 'settling-in' period];
- information about any specific support 'package' in place;
- information about any specific funding arrangements;
- information about support service involvement;
- dates of future planning and review meetings as proposed;
- criteria to be applied to determine if transfer successfully completed;
- responsibility for transporting pupil daily to 'receiving' school.