

# MANAGED MOVE POLICY

**Education Inclusion Service  
Managed Move Policy**

**Revised  
July 2024**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## **Managed Move Policy**

This policy sets out the arrangements for Blaenau Gwent schools regarding managed moves and is based on the Welsh Government circular, '096/2011 (March 2011) Effective Managed Moves – a fresh start at school for children and young people'.

This policy should be read in conjunction with the School Admissions Code – July 2013 and Blaenau Gwent's Admission Guidance 2021.

### **What is a Managed Move?**

A managed move is a carefully planned transfer of a pupil from one school into another in a way which is acceptable to all parties including the pupil.

Managed moves are an important tool in providing pupils with the opportunity of a fresh start in a new school. They can also reduce the need for permanent exclusions and minimise the negative outcomes associated with them.

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'.

The National Assembly for Wales Circular 203/2016 – Inclusion & Pupil Support referred to the use of managed moves as one of the early intervention strategies that can be considered to help pupils in the management of their behaviour and attendance at School.

## **Who would benefit from a Managed Move?**

A managed move could be an appropriate strategy for the following pupils:

- Pupils for whom there is a genuine belief that a fresh start would be beneficial. However, it is essential to establish the core reasons for the problems being experienced and/or behaviours displayed by the pupil prior to consideration of a managed move.
- Pupils who find that attendance at their current school is negatively affecting their emotional well-being.
- Pupils with emotional and behavioural difficulties who have received a variety of supportive strategies in their school with limited success.
- Pupils who are risk of permanent exclusion but who might succeed in a new placement.
- Pupils reinstated into a school by an independent appeal panel following a permanent exclusion but where reintegration proves to be impractical.

## **Managed Moves - Points to consider.**

- A managed move happens *with* the pupil and family not *to* them. The aim is to motivate the pupil in a new direction rather than apportion blame. Even if choices are limited, voluntary decisions are much more likely to be effective.
- Parental consent should be obtained prior to consideration of a managed move.

- It is essential that great care is taken to ensure that the pupil is informed, understands, and, as much as possible, can influence decisions affecting their life.
- There must be consideration as to whether the benefits of the move outweigh any disadvantages of the inevitable disruption to the pupil of adapting to a new environment, new arrangements and making new friends. This is particularly important for those pupils with additional learning needs.
- To enhance the likelihood of success, a managed move should be considered as a possible support mechanism before reaching crisis point and as such should be offered as one of the many support strategies and interventions available for the pupil.
- The objective of a managed move is to provide a new school placement that will be successful, to do so with a minimum of disruption to the pupil's education or the education of others, and to re-engage the pupil with a 'fresh start'.
- Schools need to be able to demonstrate that they have explored and utilised all strategies/support mechanisms available to them and be able to evidence that these have met with limited or no success.
- A non-exhaustive list of support strategies and interventions to be considered, depending on specific circumstances, before, in conjunction with, and following a managed move can be found in Appendix 1.
- When a pupil has a Statement of Special Educational Needs or a Local Authority Individual Development Plan the school will need to hold a PCP review with recommendations from the review being forwarded to the Additional Learning Needs panel.

- If a pupil, parents/carers, Head Teacher/Phase Director and other relevant professionals genuinely believe that a change of school would be beneficial for the pupil, then it is important that following the managed move the pupil is provided with the type of support that will facilitate his/her inclusion in a new peer group (e.g. mentoring and buddy scheme) and this should be evidenced in a Pastoral Support Plan.
- When a pupil has moved schools as part of a managed move then a bus pass will be provided to secondary school age pupils to support the pupil to attend their new school. For primary aged pupils' parents will need to be responsible for transport.

## **Managed Moves – Unacceptable Practices**

Managed moves should not be used merely as an alternative to permanent exclusion as this denies the parents and young person their right of appeal. At no point should a managed move be presented to the parents as their *only* alternative.

Voluntary/illegal exclusions, i.e. advising/encouraging parents to remove their child from the school roll and 'find another school' under the threat of permanent exclusion, are not acceptable. Schools should also avoid advising parents to remove their child from roll to be educated at home or elsewhere.

## **Managed Move Process**

It is key that pupil, parents/carers, representatives from the original school and receiving school, and relevant LA officers are involved in a managed move. When a pupil is looked after, this must also include the social worker.

## **Step 1 - Initial meeting between Headteacher/Phase Director and parents/carers and pupil**

Parents/carers will already be aware of the difficulties the pupil is experiencing within the school and the pupil should already have a Pastoral Support Plan (PSP) in place. The Headteacher/Phase Director, as part of a review of on-going intervention or PSP, should discuss with the parents/carers and the pupil the possibility of exploring a managed move as a further strategy to help the pupil.

Parents/carers should complete the 'Parental consent for consideration of managed move' (Appendix 2). It should be noted that by signing this consent, parents/carers are still able later to decline a managed move.

The parents/carers and the pupil should be provided with further information about managed moves and the Blaenau Gwent managed move process (Appendix 3).

Where the parents/carers or the pupil do not feel that a managed move is an option that they wish to explore, then the Headteacher/Phase Director, the parents/carers and the pupil together will need to look for other possible solutions that meet the needs of the pupil and build on his/her strengths.

In the case of children looked after (CLA), the CLA Education Co-ordinator should be invited to the meeting, with the social worker, to explore the possibility of a managed move. It is important to realise that a change in school placement can result in a change in a foster placement. The disruption in a child's life can be considerable. Therefore, moving a looked after child should only take place following detailed discussion.

## **Step 2 - Discussion between Headteacher and LA Admissions Team**

Following consideration that the pupil might benefit from a fresh start in a new school, and the agreement of parents/carers, the Headteacher will contact the LA Admissions Team and discuss the availability of spaces at the schools identified by the parent/carers.

## **Step 3 – Vulnerable learners’ panel**

The Vulnerable learners panel functions to ensure that all requests for managed moves are considered appropriately and transparently. The Panel will be attended by Secondary Headteachers/Phase Directors or a member of the School’s Leadership Team plus an LA Officer to Chair and provide guidance, monitoring, and coordination. Primary Head teachers will be invited into panel as necessary to discuss a managed move. The Panel will be held 3 weekly with dates circulated in the summer term for the following academic year but will only sit if there is a case/s to consider.

Senior Leaders from each school must be empowered to make decisions regarding admissions without the need to refer to the Headteacher/Phase Director.

The LA Officer will be responsible for distributing paperwork (Appendix 4 – Consideration for Managed Move) prior to the Panel and providing minutes of the meeting.



#### **Step 4 - Managed Move Meeting**

Following consideration by the Vulnerable learners' panel and prior to the Managed Move meeting it will be the responsibility of the original school to provide any further information the receiving school may require.

The Headteacher/Phase Director from the original school will coordinate a meeting with the Head Teacher/Phase Director of the receiving school, parents/carers, and pupil, to discuss details of the managed move. Appendix 5 (Invitation to managed move meeting – letter to parents/carers) can be used for this purpose.

In the case of a child looked after, the social worker's involvement is essential, and they should also be invited to this meeting.

Practicalities of the move should be discussed in detail, including realistic expectations of the receiving school and an integration strategy for the pupil.

The integration strategy should include the updating of the PSP by the receiving school, in consultation with the pupil.

The pupil should be made aware of what will happen if the managed move fails and be clear that he/she has control of the success or failure of his/her own managed move. The pupil needs to accept responsibility for his/her own behaviour and be prepared and willing to change the circumstances which brought about the managed move in the first instance.

The receiving school will need to analyse the strategies tried in the original school and include and expand on the successful elements of these strategies.

Other details regarding transport, timetable, school uniforms, equipment required etc should be discussed at this meeting.

All managed moves are subject to a six-week trial period. A start date and final review date should be given to the pupil, and it needs to be acknowledged that if the managed move is not successful, the pupil will return to their original school.

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). For a child looked after, 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 looked after child.

At the end of the meeting, the Managed Move Agreement Form (MM1 - Appendix 6) should be signed and a copy provided for all appropriate parties. For a child looked after a managed move should be recorded on their PEP and therefore noted in the Care Plan.

Minutes of the meeting should be placed on the pupil's school record and a copy given to the parents/carers.

### **Step 5 - Implementing the Managed Move**

The initial stage of the managed move will be on a trial basis, whereby the pupil remains on the roll of the original school and their progress is monitored closely.

It is essential that the transferring pupil should be supported by the receiving school during the managed move. As a minimum, the pupil should have access to a named member of the teaching staff with whom the pupil can share anxieties and concerns, e.g. a learning mentor/behaviour mentor and peer

support to facilitate the integration into a new peer group (e.g. buddy or mentoring scheme).

In addition, the PSP could consider some of the following elements of support:

- Access to a time-out base.
- In-school support procedures such as report cards.
- A mentor from the voluntary or community sector.
- Access to after-school clubs and activities.

### **Step 6 - Monitoring, reviewing progress and further action.**

The trial period of the managed move should last six weeks with progress being monitored through recorded discussions between the pupil and the PSP coordinator and/or learning mentor.

The original school should be kept informed of the pupil's progress during the managed move process and informed on a weekly basis regarding attendance.

A formal review meeting held with the same people involved in the initial managed move meeting should be conducted at the end of the trial period to assess the effectiveness of the transfer.

Three potential outcomes may stem from discussions at the formal review meeting:

- a. The managed move is considered successful. In this case the permanent transfer is agreed. Processes are outlined in Section 6.1 below.
- b. It may be agreed that the managed move should be extended (to no more than 12 weeks in total from the date the pupil started attending),

in which case a second review meeting should be planned, and a new date agreed.

- c. The managed move is not considered successful in which case the pupil will return to the original school.

### **6.1 Successful Managed Move: making the move permanent.**

All appropriate parties complete the Managed Move Outcome Form (MM2 – Appendix 7). Copies should be signed by all present in the meeting and distributed to appropriate parties.

The pupil's school record is transferred to the receiving school in compliance with the Education (Pupil Information) (Wales) Regulations 2011.

Following the signed agreement by all appropriate parties, the pupil will be removed from the roll of the original school and be placed on the roll of the receiving school.

### **6.2 Exceptional circumstances**

If, during the trial period and in exceptional circumstances (e.g. following a serious incident), the receiving school wants to end the managed move before the pupil is registered at that school, the Head Teacher/Phase Director of the receiving school will initiate a meeting of all those involved in the original managed move meeting.

# Appendix 1

## Support Strategies and Interventions



A non-exhaustive list of support strategies and interventions that should be considered, depending on specific circumstances, before, in conjunction with, and following a managed move are listed below.

- Educational Psychologist advice
- Youth Service support
- School based counselling
- Education Welfare Service advice, support, guidance and if appropriate input
- Pastoral support plan
- Peer mentor and/or small group support
- Change of class
- Change of subject teacher (if identified as an issue for the pupil)
- Learning mentor
- Parents/carers meeting with Head Teacher/Phase Director and LA representative.
- Involvement of relevant/appropriate support agencies, e.g. health sector, social services, outreach teams, Careers Wales
- Alternative timetable/curriculum
- Work-based training.

## Appendix 2

### Support Strategies and Interventions



#### PARENTAL CONSENT FORM

##### Consent to Share Information at Vulnerable learner's panel.

The information collected in the Managed Move form helps us to understand what support your child may need. No information from this form will be shared without your permission unless there is a legal requirement to do so. (In which case, you will be notified that the information has been shared without your permission, unless doing this will place you, your child, or a member of your family at risk.)

I understand the information that is recorded on this form will be stored and used for the purposes of providing the support requested.

I understand that I may withdraw my permission at any time in the future, in which case you should contact the person who completed this form.

<b>Pupil's Name</b>		<b>Date of Birth</b>	
<b>Parent Name</b>			
<b>Address</b>			
<b>Contact Number</b>			

I **agree** to a managed move being discussed for my child and confirm that I have received a copy of the 'Managed Moves – Information for parents/carers'.

My initial preferences for a new school are:

1. \_\_\_\_\_

2. \_\_\_\_\_

Parent / Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 3

### 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 in a carefully planned and managed way.

#### When should I consider a managed move for my child?

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

- finds that attendance at the current school is having a negative impact on his/her welfare.
- has emotional and behavioural difficulties that have not improved as a result of the supportive strategies put in place by the current school; or
- is at risk of permanent exclusion but might succeed in a new environment.

#### What do I need to do?

The Head Teacher/Phase Director or representative of the school will have met with you to discuss your child and as part of the discussion will have explained the managed move process to you and discussed this as an option to consider.

You will have been asked to complete a form stating you are willing for a managed move to be considered for your child. With this agreement, your child will then be discussed at the next Managed Move Panel.

Should a managed move be agreed, you and your child will be invited by the Head Teacher/Phase Director or representative of the current school to attend a meeting to discuss the next step. The Head Teacher/Phase Director or representative of the identified new school will also attend the meeting.

If you feel that you would like to bring someone with you to the meeting to represent your views, you could do so. Details of Blaenau Gwent's independent Parent Partnership Service are below.

### **Before the meeting**

It is important to find out what your child's views are so these can be clearly shared at the meeting if your child does not feel able to do so.

### **What happens at the meeting?**

Discussions will focus on the needs of your child and the best way to support him/her to make the most of the fresh start.

A start date in the new school and a formal review date to discuss progress will also be agreed.

**Parent Partnership Service** is provided by SNAP Cymru. They can be contacted on 0808 801 0608 or complete the enquiry form on the SNAP Cymru web page.



# BLAENAU GWENT COUNTY BOROUGH COUNCIL



## Vulnerable learner Panel Submission Form

Please complete this form electronically and send to  
**Lisa.adams@blaenau-gwent.gov.uk**

<b>This form is being used to: ( Tick <i>one</i> box only)</b>	
CLA Requests	
Request – Home Tuition	
Hard to Place	
Request – Managed Move	
LA - EOTAS	

### Reason for Application

Outline the reason for the referral to Panel.

### Expected Outcome

Explain what you are hoping the submission will achieve. Please ensure the outcome is specific, measurable, achievable, realistic, and timely

**Please complete this section for ALL Children.**

School Information	
School Name	
Admission Date	
School Address	
Name of referrer	Position
Tel No.	Email:
Previous school	

### 1. Child Details

Full Legal Name					
Preferred Name					
Date of Birth		Year Group		Age	
Gender		FSM		Ethnicity	
Religion		First Language		Traveller	
Immigration Status:		CLA	Yes/No		
Is the child a Child in Need?			Is the child on the Child Protection Register		
<b>CLA Only:</b>					
What Section is the Child Under		Placement Details	Foster Home Children's Home Placed with Extended Family SGO With parent(s) but CLA Other (state)		

### Child's Home Details

Main Home Address include Postcode:	Who does he child live with at this address
Other home address (if applicable)	Who does he child live with at this address

### Details of Parent/Carers

**Please provide details of all parent/carers**

	1 <sup>st</sup>	2 <sup>nd</sup>
Name		
Relationship to child		
Does this person have PR/shared PR?		
Address		
Home Phone		
Mobile Phone		
Email address.		
First Language		

Parent/Corporate Parent Consent given by	
Relationship to Child	
Date:	

## 2. Category of Need(s)

Primary VP  
Need

Additional  
Needs

Any Formal  
Diagnosis

Date  
Received

### 3. Child Data

**Attendance:**  
percentage for last  
three terms

Current Term

Last Term

Term Before Last

Additional  
Attendance  
Information

**Exclusions:**  
No. of days  
No. of incidents

Current Term

Last Term

Term Before Last

**Reduced  
Timetable:**

Yes / No  
(delete as  
appropriate)

If **YES**  
How many  
hours per day  
/ week

Per Day	Per Week
---------	----------

**Please provide a summary of exclusions the child has received including the reason**  
(an exclusion report providing further details should be included as supporting documentation).

**Who attended the Meeting where the Reduced Timetable was agreed?**

Please attach a copy of the AGREEMENT and the education being provided to the child whilst on the reduced timetable.

### Risk Assessment

Is the child a potential risk to self, adults, peers, property, or other risk?

If yes, please provide a copy of the most recent risk assessment.

### 4. Educational Attainments (Please complete as appropriate.)

#### P Levels

Date Measured	Language Skills	Mathematical Skills	Personal; Social; Well-being

#### Foundation Phase Outcomes (Outcomes 1-6)

Date Outcomes Measured	Language Skills	Mathematical Skills	Personal; Social; Well-being; Cultural Diversity

#### Standardised Measures of progress

Date of Assessment	Name of Test	Result (Standard Score)	Age Equivalent if available

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Non-standardised Measures of progress relating to primary need

Date	Measure	Outcome

**Only complete the following table if the request is for HOME TUITION. MANAGED MOVE OR TY AFON.**

Foundation Assessment Grade/Level	Grade/Level
Language and Learning	
Mathematics and Numeracy	
The Arts	
The World Around Us	
Personal Development and Mutual Understanding	
Physical Education	
Religious Education	

### Pupils in Key Stage 2

KS1 Test / Assessment –P Levels	Grade
Mathematics	
Reading	
Writing	
Science	

### Pupils in Key Stage 3 and 4

Current Subjects	Qualification	Exam Board	Predicted Grade


**5. School Support**

**Class Description**

Child /Teacher Ratio  Number of children with a Statement or LA IDP  Number of Children with a school based IDP

**CURRENT SUPPORT IN PLACE**

	<b>In-class support</b>	<b>Withdrawal support</b>	<b>Unstructured time support</b>
How much support and when?			
What is it used for?			

**6. Child Profile**

In this section the VP Panel will expect to see details of strategies/interventions carried out, recommended by EPS or other services in addition school-based interventions, and the outcomes of those interventions using the following headings where applicable.

**Medical, Physical & Sensory**

--

**Cognition & Learning**

--

**Speech, Language and Communication**

--

**Personal Skills**

--

**Social, Emotional & Behavioural**

--



**Brief Synopsis of Behaviours**

**Provide an overall summary of the behaviours displayed:** *(please include details of the types of negative behaviours displayed, when and how often such behaviours are happening, triggers for inappropriate behaviour).*

**Please indicate the behaviours the child is currently displaying in relation to level of frequency. behaviours and the frequency** *(i.e. 1 = Rarely, 2 = Occasionally, 3 = Frequently and 4 = Very Often)*

<b>Behaviour</b>	<b>Freq. 1, 2, 3, 4</b>	<b>Behaviour</b>	<b>Freq 1, 2, 3, 4</b>	<b>Behaviour</b>	<b>Freq 1, 2, 3, 4</b>
Disruption		Absconding / Absenting		Discriminatory behaviour	
Vandalism		Substance / alcohol misuse		Inappropriate Sexual behaviour	
Bullying		Threats & invective		Medically related behaviour	
Fighting		Impulsive dangerous behaviour		Withdrawal	
Violence & physical Aggression		Verbal abuse		Self-harm	
Inappropriate attitude to staff		Inappropriate attitude to peers		Racist abuse	
Defiance				<b>Other</b> (please specify below)	

**Other** (please include any other additional behaviours displayed)

**SEMH Strategies Implemented by School:**

*(provide an overview of the strategies used to promote positive behaviours and the impact of such strategies – This can be taken from a child’s SEN/Behaviour/Pastoral support plan and must include how external advice has been used to support the child’s needs).*

Strategy	Range	Impact (detail both positive and negative impacts).

**Please provide details of any alternative provision that the child may have engaged in**  
(including all registered providers and managed moves).

**Family and Environmental Factors**

*i.e. Family history, well-being, wider-family network, housing, employment and financial considerations, social and community involvement,*

**FAMILIES FIRST / SOCIAL CARE**

Has school referred the family/pupil to Families First/Social Care? Yes  No

Please provide a synopsis of the support currently being offered and by whom.

**External Agency Involvement**

**Please identify all agencies involved, including key worker contact details.**

Agency	Currently	Name	Email/Phone number
--------	-----------	------	--------------------

	<b>Involved</b>		
EWO Service			
EPS			
Inclusive Practice Service: (Please indicate which area – Spld, ASD, Behaviour)			
Social Care (Please indicate which service area)			
Health - Specialist			
CAMHS (Please indicate which service area)			
Health Visitor/School Nurse			
SenCom Service (Please indicate which service area)			
ISCAN (Please indicate which referral/service area)			
Substance Misuse Services			

## **9. Views expressed by child:**

**Schools must share the completed form with parents/carers before the parent/carer signs the Consent to Share section and before the panel submission is sent to the LA. Parent/carers must receive a full copy of the submission.**

Parent / Carer's Consent  
What is the Vulnerable learner's panel?

The Vulnerable learners panel considers referrals from schools and Local Authority representatives to consider alternative provisions, bespoke packages, and other areas to meet children’s areas of vulnerability. The panel consists of representatives from the Local Authority and schools and meets fortnightly during term time (TBC).

### Your view

Your view of your child’s current issues, the impact this is having on his/her learning, and your views are important. Please share your views in the box below.

### Your consent

Your consent is required for your child to be referred to the panel and please note your views will be shared with the Panel along with the application form submitted by the school.

To ensure you fully understand and consent to the application being considered by the Panel please sign and date the consent statement below.

If you have any queries regarding this application, please do not hesitate to contact the Referrer of the application.

## Parent / Carer’s Views

**Parental views on application to panel/potential placement** *(please explain what you are hoping the panel application will achieve):*

## Parent / Carer’s Consent

I understand the information provided on this application form.

I give consent for my child to be referred to the Vulnerable learners panel.

I give my consent for my child’s information to be shared with other people/services as indicated (✓) below:

	✓
Allocated alternative provider	
Families First	
Children Looked After Co-ordinator	
Ethnic minority and traveller service	
Social Care	
Your child’s mainstream school	
Child and Mental Health Services (CAMHS)	
Children with disabilities Team	
Outreach Behaviour Support Service	
Other third party as required by law	
Other partner agencies that may support your child	

If you do not agree to information being shared, please state who it cannot be shared with by indicating (✗)

above.

I/We have read and understood the above and agreed that my child's school can refer my son/daughter for discussion at the Vulnerable learner's panel. I am also happy for information to be shared with agencies as indicated above.

Signed \_\_\_\_\_  
Name (print) \_\_\_\_\_ Date \_\_\_\_\_

If at any-time that you wish to revoke your consent for information to be shared, please contact the Education Welfare Service Team, on **01495 355340**

### 11. Signatories:

**School's lead for vulnerable learners Name**

**Signature**

**Date**

**Head Teacher's Name**

**Signature**

**Date**

**Please find a checklist below to assist you in providing the appropriate evidence to the VP Panel.**

<b>Submitted</b>	<b>Checked</b>
VP Panel Submission Form	
Only one request box ticked	

Clear pupil views	
Clear parental views and signature	
Copy of the completed form has been shared with parent/carers.	
Most recent Education Psychology report	
Most recent Outreach Advisory Service report	
Recent outside agency report/s	
School Based IDP	
Pastoral Support Plan	
Positive Handling Plan / Risk Assessment/Behaviour logs	
Copy of Reduced Timetable	

Please return form to:

[BSInclusionSupport@blaenau-gwent.gov.uk](mailto:BSInclusionSupport@blaenau-gwent.gov.uk)

## Appendix 5



### Parental invitation to managed move meeting – letter to parents/carers

Dear

**Re (Name of Pupil)**

Following our previous discussions, I am writing to invite you to attend a meeting on [date, time, and location] to further explore whether a managed move may be beneficial for [name of pupil] in the long-term.

The meeting will be attended by the Headteacher/Phase Director or a representative of [name of receiving school] and by colleagues from [name of other agencies attending if necessary].

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

Yours sincerely

Signed by Headteacher/Phase Director of original school.

## Appendix 6



### Managed move agreement form (MM1)

This agreement follows on from the meeting held at [name of school] on [date] involving the following:

- Head Teacher/Phase Director of the original school [name].
- Head Teacher/Phase Director of the receiving school [name].
- Pupil [name].
- Parents/Carers [name].
- Social worker (in the case of a looked after child) [name].
- Other agencies [names].

It was agreed by all parties that a managed move would be the most suitable way forward for [name of child].

<b>Name of Pupil</b>			
<b>Date of Birth</b>			
<b>Year Group</b>			
<b>Male/Female</b>			
<b>Home Address</b>			
<b>Original School</b>			
<b>Receiving School</b>			
<b>Parent's/Carer's Contact No</b>			
<b>Period of Transfer</b>	From:		To:
<b>Final Review meeting date</b>			
<b>Reason(s) for managed move</b>			
<b>Terms and Conditions of managed move</b>			

**Signed** ..... **Date** .....  
**Pupil**

**Signed** ..... **Date** .....  
**Parent/Carer**

**Signed** ..... **Date**.....  
**Headteacher/Phase Director original school**



Signed..... Date.....  
Headteacher/Phase Director receiving school.

Signed..... Date.....  
[other agency]

Copies to: Parent/carer.  
Original school.  
Receiving school.

The receiving school will keep a daily record of the pupil's attendance during the transfer period and sends details of weekly attendance to the original school. These records must be maintained by the original school for legal purposes.

## Appendix 7



### Managed move outcome form (MM2)

<b>Name of Pupil</b>	
<b>Date of Birth</b>	
<b>Year Group</b>	
<b>Male/Female</b>	
<b>Home Address</b>	

<b>Parents/Carers Contact No.</b>				
<b>Original School</b>				
<b>Receiving School</b>				
<b>Was the move successful?</b>	YES		NO	
<b>Period of transfer</b>	From:		To:	
<b>End date if unsuccessful</b>				
<b>Please state reasons why managed move was / was not successful?</b>				

**Signed**..... **Date**.....  
**Pupil**

**Signed** ..... **Date**.....  
**Parent/Carer**

**Signed** ..... **Date**.....  
**Head Teacher/Phase Director original school.**

**Signed**..... **Date**.....  
**Head Teacher/Phase Director receiving school.**

Copies to: Parents / carers / Original school / receiving school / LAO.

## **Appendix 8**

### **Process Flowchart**

