

# **Managed Moves: Head Teachers Working Group**

## **Managed Moves Procedures and Protocol**

### **WORKING TOGETHER TO SUPPORT WIRRAL CHILDREN**

**These protocols have been written to promote a commitment to Wirral children and to support Wirral schools to work together to take collective responsibility for all Wirral children.**

**Managed moves support inclusive practice by providing a strategy, within the range of strategies available to schools.**

**It is expected that in most instances a managed move would be considered as an alternative to permanent exclusion and considered, after exhausting all other strategies. Managed moves should, in most instances, be thought about before a head teacher considers permanent exclusion. However, there may still be exceptional circumstances where a permanent exclusion would still be appropriate. Head teachers should always consult with the local authority, who will provide advice and, where relevant, support to the head teacher throughout the process of a managed move or permanent exclusion.**

**It is important that parents are aware of managed moves and therefore, schools should make reference to this document in their school behaviour policy.**

#### **Aim of a managed move:**

To promote a collective agreement of responsibility between all Wirral Primary schools to meet the needs of and take responsibility for Wirral children with SEBD.

#### **What is a managed move?**

Managed moves can be used as an alternative to permanent exclusion in situations where giving a child a fresh start in a different school is likely to be successful. In most cases managed moves should be used when all other strategies have been exhausted.

Although there may be times when a managed move is considered to be appropriate after a single incident, this should be exceptional. A managed move will, as far as possible, take place between schools in the same local community; however, in exceptional circumstances it may be appropriate to consider a school out of the immediate local area.

Only in the most exceptional of circumstances should Looked After Children, children with a special educational need, children undergoing a statutory assessment of their special educational needs or with a statement of special educational need be considered for a managed move. For these children the procedure should be through an emergency review. For children with statements the procedure for managing the risk of a permanent exclusion should be through an emergency review or through an annual review. Head teachers should always discuss these cases with the local authority so that alternatives can be considered.

## **What should schools do prior to before a managed move?**

### **Schools should explore the list below as appropriate:**

- The child should have an IBP\* in place and evidence to demonstrate that appropriate outside agencies have been involved with evidence of interventions and their effectiveness. In most circumstances this should be equivalent to five units of support over two terms. (Exceptional Circumstances will be considered);
- Stepped response to behaviour has been exhausted. This should be evidenced in the way that behaviour is normally recorded in school;
- Advice and support has been sought from Gilbrook Outreach and evidence that advice has been followed and a record of the effectiveness of advised strategies. In addition advice and support should be sought (Where appropriate TAC) from appropriate external agencies such as Educational Psychologists, CAMHs and ASD Specialist Teachers.
- At risk of exclusion form completed and sent to the LA;
- Discussion with LA Exclusions Officer;
- Agreement from the parents, and if appropriate the child, that a managed move is appropriate (Threat of exclusion must never be used to influence parents to remove their child from the school.);
- Completion of the 'Request for Managed Move' form

### **Good Practice in Writing IBP**

- Identification of any underlying difficulty – e.g. – specific learning difficulty and consideration and appropriate differentiation of the curriculum and classroom activities have been put into place;
- Identification of any causal factors/circumstances outside of school– e.g. Family breakdown, Family trauma;
- Difficult times of the day have been identified and appropriate support has been put into place, for example, social skills lunch time club for vulnerable pupils;

### **Managed Move Procedure:**

- Complete a request for a managed move form and email/fax to Alison Grimshaw,
- Complete a Risk Assessment
- Discussion between head teacher and AG
- Discussion/meeting with AG and Head Teacher of proposed school;
- A meeting should then be arranged to:
  - Identify strengths, difficulties and any concerns;
  - Discuss strategies that have been tried and their effectiveness;
  - Share relevant information;
  - Identify the support and resources needed,
  - Agree a transition plan
  - Secure commitment from all parties
  - Identification of a key worker,
  - Identify any other agencies that would be able to offer support;
  - Agree a transition plan that identifies the support needed to promote success and identifies responsibilities of key members. The transition plan will aim to meet the needs of individual pupils and consideration will be given to phased transition into the receiving school;
  - Set date for review meeting.

In most instances parents should be given the opportunity to express their school preference. However, it should be made very clear to parents that whilst their preferred school will be approached this is not an entitlement.

**This meeting should be attended by:**

- Parents,
- If appropriate the child. Every care should be taken to ensure that the child is supported to participate in the process so that he or she feels involved and able to contribute towards appropriate decisions;
- Exclusions officer,
- Head teachers from both schools,
- Relevant staff from both schools, staff
- Appropriate external agencies

It is important that every effort should be taken to understand why the child's difficulties have escalated to such a degree that a managed move is being considered and any underlying causal factors identified.

**Role of original school**

- To support managed move by attending meetings until child is removed from school's role;
- To provide allocation of Educational Psychologist ( This child undergoing a managed move must be considered a priority by the original school);
- To provide information/evidence of support provided;
- To provide any other reasonable request identified at initial managed move meeting and/or managed move review meetings;
- To commit to any identified training need;
- To provide funding as detailed below.

In order that both schools feel committed to the success of the managed move the child will be dual registered for a period of up to two terms or where relevant, the third TAC meeting has taken place at the child's new school. This promotes shared responsibility and commitment to the success of the managed move.

**Role of the parent**

- To attend Tac meetings;
- To commit to any actions that are put into place;
- To make themselves aware of the schools' behaviour policy and agree ways in which they can support their child to fulfil the procedures set out in the policy, for example, trying to use positive language and issuing instructions to their child instead of using negative language such as 'don't' or 'stop'

**Role of the child**

- To commit to any actions that are put into place;
- To agree to try their best to follow the new school's behaviour policy;

**Role of the LA**

- To offer advice and guidance around the agreed protocols and procedures of managed moves with individual schools;
- To contact other the Head Teachers of other local schools to discuss the possibility of a child transferring to their school on a managed move basis;
- To liaise with the pupil's parents/carers and the head teachers of both schools to arrange the necessary meetings;

- To liaise with appropriate external services for example, Educational Psychologists;
- Signpost to Support Services;
- Attend transition planning meetings;
- Dissemination of good practice relating to transfer of vulnerable children;

## **SATS**

If a child on a managed move is due to take a SATs exam before the child has been taken onto the new school role. The child should sit the examination at the school which they are currently attending. (***Procedures being checked with Di Hollis re papers***)

## **Funding**

The receiving school will invoice the original school for the pro rata allocation of pupil led elements of the school funding formula (next year funding formula will change and may not be referred to as AWPU)

This funding should follow the child and may be used to meet the needs of the child within a mainstream setting;

If the managed move fails this funding will follow the child and will be used to contribute towards the cost of providing alternative short term provision, for example, funding home tuition.

The receiving school should invoice the original school, in retrospect for the appropriate, pro rata pupil led funding on a half termly basis.

Additional funding may also be sought from the original school. This funding will be in relation to individual pupil's needs. These needs will be identified through a risk assessment and in discussion with the local authority. Before any funding is exchanged it will be necessary for a clear action plan to be produced which identifies how the additional funding will support the child's development. However it should be recognised that the action plan remains flexible, to ensure that necessary adaptations can be made to meet the changing needs of the child.

***(If this funding structure is agreed the proposal is that the fund to support vulnerable children that currently is used to provide additional funding to schools taking a managed move child be used to fund specialist teaching assistants to support the managed move transition).***

***Should above proposal be agreed in principal – proposal for group to look at this in more detail and report back to all head teachers. Difficulties – not extensive list – lack of funding!, Training needs, Transition plan for each individual child, phased entry and exit.***

***Also discussion needed – what are the different ways that the funding could be used? Centres of Excellence – TA's sent out from these schools? Each cluster buying specialist TA with contribution from LA and training and line management provided by LA?***

## **What are the circumstances when a Head Teacher should request that a Managed Move is not considered?**

A head teacher may request that a managed move to their school is not appropriate when:

- The year group is full – although in some circumstances, and only where appropriate, consideration may be given to putting the child into an alternative year group;
- The school has already taken a child on a managed move into the same year group as the child;
- The school has, in relation to other schools within the same area:
  - a high percentage of children involved with social care;
  - The school has a high percentage of children with statements of special educational needs;
  - The school has a high percentage of children with complex behavioural issues that are currently managed with the support of agencies external to the school

Due consideration will also be given to schools in an Ofsted category or a school causing concern.

### **Planning for a successful Transition**

Wherever possible, a planned transition programme should be put into place to ensure that the child is given a good chance of success. The transition plan will be dependent upon the needs of each individual child and consideration will also be given to the circumstances within the original school. However, in most circumstances the transition will be phased and therefore the original school will be expected to continue to educate the child during this process. The process could take place over a number of weeks and therefore, the child, should continue to attend their original school on the days where they are not attending their new school.

Managed moves are likely to have an impact on a child's self esteem, confidence and self worth. All of which have an impact on the child's behaviour. To minimise this impact the original school should try, as far as possible to protect a child's self esteem by considering how to help the child to feel

- A sense of belonging;
- A sense of personal power;
- Good about themselves

It is important that children feel part of their new school very quickly. To help the child to identify with their new school it would be helpful if the new school could:

Provide items of clothing (such as book bag, sweat shirt and tie) and resources that are necessary to help the child feel a valuable member of school.

It is accepted that a successful managed move takes time, effort and commitment of the Head Teacher and all school staff especially in the early stages. It is important that a member of staff, who the child relates well to, is identified. In some circumstances this may initially be the head teacher or another member of the senior leadership team.

### **What happens if the managed move is not successful?**

It is hoped that by providing the opportunity for a fresh start in an alternative school it will lead to the child being happy and successful. However, should the child continue to have difficulties, then the school may need to involve external agencies to provide advice and support to assist the school consider any underlying factors that that may

be contributing to the sustained difficulties. If during the time that the child is dual registered the pupil receives a fixed term exclusion this should be recorded by the original school. In cases where the managed move breaks down, either during the trial period or at the end of the trial period the child will return to their original school. At this point the LA will discuss with the head teacher whether appropriate, alternative arrangements can be made. If alternative arrangements cannot be made the Head Teacher may consider permanent exclusion.

### **Respite**

An option that should be considered is working with a neighbouring school to provide, in consultation with the local authority, a short term placement for the child. This would give the host school time to plan, gather support from outside agencies and services, put agreed actions into place before accepting the child back.

### **Identification of training needs**

Cluster of schools working together to:

- Support Managed Moves;
- Organise Training
- Peer Support
- Buying in resources and services such as Pressure Point, Family Support Worker

### **Training**

- Team Teach
- Early Intervention
- Understanding Behaviour
- Creating a positive learning environment
- Using and interpreting the Boxall Profile;

### **Paper work**

- At risk of permanent exclusion
- Managed move request
- Managed move meeting one
- Risk Assessment
- Review meetings format