



POLICY DOCUMENT for Admissions

Adopted Blaenau Gwent Guidance

Signed

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Signed

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Admission Guidance

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Blaenau Gwent

County Borough Council

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Blaenau Gwent in Year Application Process

Includes In Year Transfer process, Hard to Place and Managed Move protocols.

1. INTRODUCTION

The School Admissions Code places duties and expectations upon Schools, Local Authorities and Admissions Authorities e.g., VA Schools.

The purpose of this document is to outline the key changes with regards to In-Year Admissions, the Hard to Place Protocol and Managed Moves and to outline a transparent process that will enable all schools and the local authority to meet their statutory duties around the provision of school places.

These protocols have been developed by Blaenau Gwent County Borough Council, in association with the Admissions Forum, and take into consideration government statutory guidance and departmental advice;

- School Admissions Code,
- School Admissions Appeal Code,
- Exclusions from schools and pupil referral units in Wales, November 2019
- Blaenau Gwent Hard to Place Protocol.
- The Education Act 2002
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018

For the purpose of this document the term 'school' refers to maintained schools and independent schools

2. ADMISSION TO SCHOOLS – IN YEAR TRANSFERS

Children admitted to the reception year group of an infant/ primary school, those children and those transferring from year 6 in a junior/ primary school to year 7 in a secondary school apply to do so during the normal admissions round.

Where the number of applications for that year group is at or below the schools published Pupil Admission Number (PAN) all children will be offered places. However, where the number of applications for a school is greater than the number of places available the Admissions Authority – the Local Authority (LA) for maintained and Voluntary Controlled schools and the Governing Body for Voluntary Aided Schools must apply their published oversubscription criteria. Any children who, because of the Admissions authority's oversubscription criteria, do not receive an offer of a place will be added to the school's waiting list. The waiting list will be ranked according to the published criteria. Parent/carers will also be offered the right to appeal against this decision.

In addition to the normal admissions period applications can be made by parent/carers who wish to transfer their child from one institution to another throughout the academic year. Blaenau Gwent County Borough Council's School Admissions team currently co-ordinate this activity on behalf of all local schools except for faith and foundation schools.

As with applications within the normal admissions round, any children who are not offered a school place following an in-year admission application will be added to the requested school's waiting list. Their place on the waiting list will be ranked according to the admission authority's published oversubscription criteria. Parent/carers will be offered the right of appeal against this decision.

3. MAKING AN IN-YEAR APPLICATION

Schools have identified key data and information required by any receiving school in advance of any pupil completing an In-Year admission. This will ensure the maximum success for any pupil changing school outside the normal admissions round. Information that is required via the in-year transfer information sheet by a receiving school includes;

- ALN status of applicant
- CLA status of applicant
- Attendance and exclusion data for current and previous school year
- Support service and other agency involvement with applicant
- Current levels of performance and details of qualifications currently undertaken by the applicant where relevant
- Details of any exclusions or behavioural issues for which additional support may be required at the receiving school.

The In-Year Admission application form has been developed to assist the admission process. This now needs to be completed online via the Blaenau Gwent website, paper copy applications can be issued on request. Any transfer request which is not accompanied by a fully completed application form will not be considered.

Completed application forms are to be forwarded to the School Admissions team at the LA by a pupil's current school. The LA will then forward the completed application to the requested school. On receipt of a completed application the process identified in Section 4 must be followed.

4. IN YEAR ADMISSIONS PROCESS

Blaenau Gwent County Borough Council, through the School Admissions team, must, on request, provide information to a parent/carer about the places still available in schools in the area. In order to achieve this, it is important that all schools provide the LA with up-to-date information on the number of places available in each year group. Application forms for both primary and secondary in-year admissions for all admissions authorities are available on the School Admissions page via the Blaenau Gwent website.

Primary and Secondary Schools

Parent/carers must complete Section A of the application form. It must then be returned to their current school. The current school will complete Section B and will forward the completed application to the School Admissions team at the LA who will then liaise with the requested school on the availability of places.

Applications for an in-year admission will not be considered without this supplementary information.

The School Admissions team will communicate to the parent/carer the outcome of their application. The letter will explain whether their application has been successful, or, should it be unsuccessful, their right to appeal. Where a school operates as their own Admissions Authority, parent/carer will be advised that they need to contact the school directly to request an appeal form. The Governance Services team at the LA will coordinate appeals in circumstances where it has not been possible to offer a place in a maintained school.

When communicating the outcome of an application, the letter must provide the following information:

- The outcome of an application
- If an application has been unsuccessful the reason that the application has been unsuccessful
- The right to appeal against the refusal of a place and process to do so

NOTE –The same process will apply to all applications, including those moving into the area. The Local Authority Acknowledge the difficulty in receiving evidence/paperwork from another Local Authority, but this should not be a barrier to admit a pupil.

Where a secondary school has not provided a response on an application for an in-year transfer for an unplaced applicant within 10 days of receipt the LA will inform the school of its intention to use its powers of direction or its intention to seek secretary of state intervention.

It is anticipated that all applicants will be notified on the outcome of an application within 15 working days of the receipt of a completed application form (with section B completed). During this time, it is the responsibility of the LA, receiving school and current school to co-ordinate the completion of the remainder of the application form.

5. PARENT/CARER PREFERENCE

The duty to comply with parent/carer preference is not removed, despite an application to transfer a school place occurring outside of the normal admissions round. All Admissions Authorities have a duty to comply with parent/carer preference when there are sufficient places within the applicant's identified year group to facilitate this.

In the event that parent/carer preference cannot be met within the applicant's identified year group, the applicant will be provided with an opportunity to be added to the nominated school's waiting list. The School Admissions Code requires each Admissions Authority to maintain a clear, objective and fair waiting list for at least the first term of the academic year. Each child on the list will be ranked against the admission authority's published oversubscription criteria. Looked after children, previously looked after children and those allocated a place at the school in accordance with Blaenau Gwent's Hard to Place Protocol (See 7)

must take precedence over those on a waiting list. In an instance where a school place cannot be offered the applicant must be given the right to appeal this decision.

6. SCHOOLS STATUTORY DUTY TO ADMIT PUPILS

As the Admissions Authority for Local Authority Maintained Schools the LA has the statutory ability to admit children to its schools, however, this would always be following consultation with the school leadership and/ or governing body, unless the child has a statement or a Local Authority IDP naming the school, or the child is 'new' into the LA with a statement or IDP and the ALN Panel agrees a particular school can meet need For other maintained schools the LA's powers of direction are identified below. A local authority has the power to direct the governing body of a maintained school for which they are not the admission authority to admit a child in their area even when the school is full. The local authority can only make such a direction in respect of a child in the local authority's area who has been refused entry to, or has been permanently excluded from, every suitable school within a reasonable distance. The local authority must choose a school that is a reasonable distance from the child's home and from which the child is not permanently excluded.

Should an applicant be unplaced but not be eligible for the Hard to Place process it is expected that they are offered a place at the school for which they have applied. In circumstances where following negotiation a school refuses to admit an unplaced applicant and cannot provide sufficient rational to support this decision the LA will seek to use its powers of direction or will seek the secretary of state to direct the school to admit.

7. REFUSAL TO ADMIT PUPILS WITH CHALLENGING BEHAVIOUR

Where the governing body of a school which does not wish to admit an unplaced child with challenging behaviour outside the normal admissions round, even though places are available, they must refer the case to the local authority for access under the Hard to Place Protocol.

Where the governing body of a school which does not wish to admit an unplaced child with challenging behaviour outside the normal admissions round, and there are no places available, they must refer the case to the local authority for access under the Hard to Place Protocol. This will normally only be appropriate where a school has a particularly high proportion of children with challenging behaviour or previously permanently excluded children.

However, the allocation of a place in accordance with the Hard to Place Protocol does not override parent/carer's right to appeal against refusal of a place at any school for which they have applied. If an application has been refused despite there being places available, the governing body must present their case for refusal, demonstrating how the admission of the child would prejudice the provision of efficient education or efficient use of resources.

In instances where a school wishes to refer an in-year transfer application from a child with an existing school place to the LA under the Hard to Place Protocol it must provide the Vulnerable Learner Panel with written evidence as to why the application should be considered. While not prescriptive the school must as a minimum demonstrate that the receiving school has already admitted a disproportionate number of pupils in the named year group through the normal In-Year Transfer Process, Managed Moves or the Hard to Place Protocol and that how the challenging behaviour of the applicant will prejudice either the provision of efficient education to the existing cohort or the efficient use of resources. Information demonstrating the pupils challenging behaviour should also be provided.

Parent/carer preference is to be taken into consideration but is, ultimately, not the decisive factor when allocating a school place under the Hard to Place Protocol, given that schools are expected to admit a fair number of children with challenging behaviour. Should a parent/carer apply for a school place as an In-Year Admission but be allocated an alternative place under the Hard to Place Protocol they are entitled to appeal the decision not to offer a place at their chosen school. Where an Independent Appeals Panel considers the admission would not be prejudicial to the school or other children and make the decision to admit the child then it is this decision which takes precedence over the allocation of a place under the Hard to Place Protocol.

A school will not be considered for a placement under the Hard to Place Protocol where an applicant has had either an unsuccessful appeal for a school place (on the grounds of challenging behaviour) or has undertaken an unsuccessful managed move at the school in the 12 months prior to their referral at that school.

If, at the point that the Vulnerable Learner Panel meets to discuss an applicant's referral, the referring school has not been removed from consideration through either appeals panel or mitigating circumstances (identified through the Hard to Place Panel placement process) it will be included as a potential placement destination.

Any referral to the Vulnerable Learner Panel on the grounds of challenging behaviour must be received by the LA within 5 days of the receipt of an In-Year Admission application.

8. HARD TO PLACE CHILDREN:

Sometimes children can find themselves without a school place during the year, for example, because their personal circumstances are such that they have had to move home; or are looked after children; or they have been permanently excluded from their school. In some cases, these children may also exhibit challenging behaviour.

There is often a balance to be achieved between finding a place quickly, perhaps in an undersubscribed school or one facing challenging circumstances and finding a place which is appropriate for the child. It is also recognised that no school

should be requested to take an excessive or unreasonable number of pupils who have been excluded from other schools or are otherwise 'hard to place'.

While the Hard to Place Protocol is a means of securing places for hard to place children it does not mean that an application from a hard to place child should automatically be referred to the Hard to Place Protocol. A parent/carer can still apply for a place at any school as an in-year admission and is entitled to an appeal if they are not offered that place.

For a pupil to be eligible to be considered under the Hard to Place protocol, school must demonstrate that a pupil can be identified once as a minimum from each of the lists of children identified below;

- Children from the criminal justice system or Pupil Referral Unit who need to be reintegrated into mainstream education
- Children who have been out of education for two months or more,
- Children of Gypsies, Roma, Travellers, refugees and asylum seekers.
- Children who are homeless
- Children with unsupportive family backgrounds for whom a place has not been sought.
- Children who are carers
- Children with additional learning needs (ALN), disabilities or medical conditions that do not have a statement or IDP/IEP

In addition to the minimum requirements the following will be considered as hard to place attributes:

- Children in year 11, that have significantly challenging behaviours and who have moved into the authority.
- Children who are permanently excluded, including those moved into the authority (MIA)
- Children leaving custody
- Children who have been withdrawn from schools by their parent/carers, following several fixed term exclusions, due to social or behavioural difficulties or additional educational needs, and are unable to find another place
- Children whose parent/carers have been unable to find them a school place after moving into the area or moving around the Borough.
- Children without a school place and with a history of serious attendance problems. This must have included previous involvement with the education welfare service. Children, without a statement/IDP, with significant challenging behaviour. (i.e. a high number of previous exclusions (including internal exclusions) and/or accessing alternative provision.

The above list is not exhaustive, and it is recognised that some children not included on this list will be considered 'vulnerable' and may be required to have their case considered within the protocol. Schools will need to demonstrate how they perceive a child to be vulnerable and hard to place.

Challenging behaviour will normally be defined as;

- Children whose behaviour has resulted in multiple fixed term exclusions or multiple internal exclusions within a period of one academic year preceding the request for a school place.
- Children whose behaviour has resulted in a permanent exclusion or managed move within the last 12 months preceding the request for a school place.
- Significant unauthorised school attendance, in the current academic year linked to behavioural or emotional issues.

Issues relating to non-attendance in isolation of any other factors will not be considered under the Hard to Place Protocol.

Where a parent/carer has elected to home educate and subsequently requires a school place, a child will only be eligible for Hard to place if there is evidence that the child has not been receiving an education. Where there is evidence that a pupil has not been receiving an education, the Panel may consider parent/carer preference and consider returning the child to their school of origin. However, if a child was previously permanently excluded from their school of origin or the Panel deems it is not in the best interests of the pupil to return to their school of origin, an alternative school placement will be sought. Schools best placed to support the child's educational and welfare needs will be considered in the first instance.

Referral Under the Hard to Place Protocol

An officer of the LA can refer an individual under the Hard to Place Protocol. It is anticipated that any individual who has been identified as unplaced will be referred immediately following the local authority becoming aware of their status.

Any school receiving an application outside the normal applications round can refer any applicant under the Hard to Place Protocol if they consider that the applicant satisfies the criteria referred to in the Hard to place Protocol. However, as noted above if a parent/carer has applied for a place as an In-Year Admission and a place is not subsequently offered the parent/carer is entitled to appeal this decision. The outcome of an independent School Admissions Appeal will take precedent over the Hard to place Protocol.

All referrals to the Hard to Place Protocol will be reviewed within 15 working days of the referral date.

On receiving a referral from a school the Vulnerable Learner Panel will consider the application and decide as to whether the referral meets the criteria for placement on the grounds of challenging behaviour.

Any referral under the Hard to Place Protocol that does not meet the agreed criteria will be referred back to the named school for admittance as an in-year admission. The Vulnerable Learner Panel reaching this determination will provide the school full reasoning for this decision. Schools accept that the Vulnerable Learner Panel's decision in this matter is final, and all pupils will be admitted within 5 days of receipt of the Vulnerable Learner Panel's decision.

Any referral not accompanied by suitable supporting evidence from the school will not be considered. Schools will instead be required to admit any pupils as an In-Year Transfer (in order to reduce the period of time a young person is unplaced). Pupils are to be admitted as an In-Year Transfer within 5 days of receipt of the Vulnerable Learner Panel's decision.

Vulnerable Learner Panel Decision

Any school required to admit a pupil under the Hard to Place Protocol will be provided with the full reasoning for this placement and any supporting evidence and information that would assist with the pupil's admission and transition to the school.

Once a placement decision has been made, the Chair will notify the school that has been identified, in the first instance. The LA's Admissions Department will formally notify the school and parent/carer. Schools accept the Panel's decision and must contact the parent/carer to arrange the admission within seven calendar days. The school must also notify the Admissions Department of the admission date confirming that the child is on roll.

In the event that a school refuses access of a pupil they must provide a written response to the Corporate Director of Education within seven calendar days. In this event the LA will seek to use its powers of direction or will seek the secretary of state to direct the school to admit.

9.0 MANAGED MOVES

All schools in Blaenau Gwent have made a significant effort to avoid permanent exclusion. However, there are occasions where after lengthy and concerted efforts it is clear that it is not in the pupil's or school's best interest to continue with the placement, but mainstream education is nevertheless appropriate. In these circumstances one of the strategies that could be considered is a managed move. It must be recognised that this is not a means of avoiding permanent exclusion as in the most severe and persistent cases the problems often recur in the receiving school.

A managed move is a managed transfer, over a period of time, of a child from one school to another. A managed move consists of a formal agreement between the child's parent/carer, the head teachers of both the referring (home) school (School A) and the receiving school (School B). A managed move provides a child with the opportunity of a 'fresh start' in another school and is a means of positively re-engaging the pupil in education.

Generally, a pupil should not participate in more than two managed moves in one academic year.

Principles of a Managed Move

It is seen to be in the best interest of those pupils who are experiencing difficulties, which could appear to be leading towards permanent exclusion. When the full range of pastoral support strategies (including a pastoral support

programme) have been resourced and tried but have failed to reach the young person.

When a 'new start' at another school is seen positively by all concerned and has not been used as a threat or punishment by either the school, or the parent/carers. This is a possible, negotiated strategy, not an imposition. It aims to keep pupils included who might otherwise become further disaffected.

A managed move is a voluntary arrangement, and no pressure must be put on to a Headteacher or a parent/carer if either feels that the move would not be in the child's best interests.

Criteria for a Managed Move:

A pupil with an otherwise good record has committed an offence that might lead to permanent exclusion, but the school feels the pupil would benefit from another chance.

There has been an irrevocable breakdown of relationships between a pupil and staff, because of significantly challenging behaviours displayed.

There has been an irrevocable breakdown of relationships between a pupil and his or her peers, because of significantly challenging behaviours displayed

A pupil with a record of inappropriate and disruptive behaviour or poor attendance, because of inappropriate and disruptive behaviour applies for an in-year transfer.

There has been an irrevocable breakdown in relationships between the pupil and staff or peers resulting in a pupil's low or non-attendance.

Where a managed move is proposed to resolve an attendance issue the school must demonstrate that the pupil in question has been referred to the Education Welfare Service. The managed move must be endorsed by the LAs Senior Education Welfare Service, where it is anticipated the move may resolve the existing barriers to attendance.

The above list is not intended to be a complete list of scenarios and there may be other occasions where a Managed Move is considered appropriate

The Procedure for a Managed Move

Managed moves will need to be referred to the Vulnerable Learner Panel. Prior to requesting a managed move, Headteachers must satisfy themselves that all possible preventative procedures have been met in full. Headteachers must make available all records in respect of:

- Pastoral support programme
- School's intervention and support given in respect of issues causing concern Referrals to external agencies
- ALN stage, provision of support and involvement of external agencies (if applicable)
- Assessment information
- Attendance

- Parent/carer interviews/discussions
- Strengths and potential areas for future development – a positive statement detailing the pupil's strong points/subject preferences
- Key Stage 4 pupils – record of options

A system of managed moves works by negotiating a transfer of the pupil into a new school as a means of positively re-engaging the pupil in education. In the first instance, the head teacher or the head teacher's representative of School A, will have discussed the consideration of a managed move with the parent/carer and child.

Where a Managed Move is being considered because of a pupil's behavioural issues, this should only be considered when School A's own behaviour management strategies and a pastoral support programme of at least 16 weeks has been resourced, tried and failed. Following agreement at the Vulnerable Learner Panel, a further pastoral support plan should then be set up for the pupil at the Initial Managed Move Meeting with School B to support the pupil. On occasions when a single incident occurs that would precipitate a permanent exclusion and without a background history of significant behavioural disruption, a pastoral support programme may not have been drawn up and exhausted by School A. In these circumstances, it is essential that a pastoral support programme is set up as soon as possible by School B to support the Managed Move.

An Initial Managed Move Meeting is arranged by the Headteacher's representative from School A. Those in attendance will be the representatives from Schools A and B, an Inclusion Officer, parent/carer and the pupil. The managed move protocols will be explained, and all parties will provide written confirmation of their understanding and agreement to the parent/carer agreement (see appendix 3). Targets will be set to support the managed move process and information will be shared by parties (see appendix 3). An agreed start date and induction process will be agreed at the initial meeting. The pupil will then continue to attend the School B daily as agreed for the period of the Managed Move

The pupil remains on roll of the home school but has a fresh start and attends the new school for a period of up to 12 term weeks as a "dual registered pupil". If the placement is successful, the pupil would then go onto the roll of the new school – School B.

The success of a managed move is based on targets set at the initial managed move meeting and the following:

- A pupil must have a good level of attendance and punctuality, as determined by the School B, during the period of the managed move.
- A pupil must have a good level of behaviour, as determined by the School B, during the period of the managed move
- A pupil must engage in learning in all aspects of their curriculum whilst attending the School B, during the managed move period

The above targets will be recorded at the meeting and reviewed during the managed move process.

A Review Meeting will be convened by the School B at approximately 6 school weeks into the Managed Move. This Review Meeting will be organised in advance, on a date where all professionals, the parent/carer(s) and the pupil attend. It is at this point where targets set are discussed and/or amended, if appropriate. At this point any concerns can be raised by any party and discussed to support the managed move process.

The School B will convene, a final Review Meeting to take place at 12 school weeks into the Managed Move. It is at this point where all parties consider whether targets set have been achieved, thus determining the success of the managed move. If successful, parties will agree a date when a pupil is to be taken off the School A's roll and become single registered with the School B.

In extenuating circumstances (i.e. when a pupil has had a medical condition that can impact on the attendance target), a managed move may be extended. The length (generally a further 6 weeks) must be agreed with all parties and another Final Review meeting must be arranged.

At the Review Meeting, the Final Review Meeting or at any point during the period of the Managed Move, it may be determined that the Managed Move has been unsuccessful. The determination of whether the Managed Move is unsuccessful will rest with School B and their decision is final. There is no appeal route following a determination that the Managed Move is unsuccessful. All records from School B will be transferred to School A and the pupil will continue to attend School A as a registered pupil there.

If the Managed Move is deemed to be unsuccessful at a point other than the end of the agreed period or at the mid review stage of the Managed Move, the Managed Move will come to end with immediate effect. Non-exhaustive examples of when a Managed Move may come to an end earlier than the agreed period of the Managed Move could be where the pupil displays poor behaviour or fails to attend School B under the Managed Move.

Should the Managed Move be deemed to be unsuccessful; the pupil will return to School A.

There is a clear understanding that School B does not have the ability to permanently exclude the pupil during the period of the Managed Move or at its conclusion. School A retains responsibility for the pupil until such time as the pupil is placed on roll of School B or returned to School A.

A managed move would not normally be appropriate where a year group is full but could be accommodated in exceptional circumstances with the agreement of head teachers.

All school records (as referred to in the Managed Moves Protocol) will be transferred to the receiving school for the Managed Move placement period. If the Managed Move is unsuccessful subsequent transfer applications to the School B may lead to the transfer application being referred by School B to the Hard to Place Protocol. School B will not be considered for placement if there has been an unsuccessful Managed Move for the same pupil in the 12 months prior to the referral.

Procedure for Managed Move where the Pupil has Additional Learning Needs and/or a Disability

A child with a statement or Local Authority IDP/ would not normally be considered for a managed move, evidence should be gathered for submission to the ALN Panel for a change of placement. Where a child has a statement or Local Authority based IDP, the consideration of the managed move should only be undertaken as part of a Person-Centred Planning (PCP) review process.

Pupils with a school based IDP can be considered under the Managed Move Protocol or the school can request that the Local Authority considers taking responsibility for the IDP through the ALN Panel submission process. A PCP review meeting will need to be held and the outcome of the PCP, PCP report form, EPS report, outside agency reports and the views and wishes of the parent and child is submitted with the Panel Submission paperwork to the ALN Panel,

Where a managed move takes place for a pupil that has a statement or Local Authority IDP, School A should always discuss the arrangements with the Additional Learning Needs Manager prior to the managed move being considered.

Where a pupil has ALN, but does not have a statement or IDP, the IDP Statutory Process should commence, and the procedure outlined above should be always followed.

Procedure for a Managed Move for a Child Looked After

A looked after child would not normally be considered for a managed move. Should a managed move be considered for a looked after child it can only take place with the consent and support of the CLA Education Officer and form part of the child's Education care plan.

Registration and Roll Arrangements

School A keeps the pupil on roll during the trial period and includes him/her in all attendance statistics, local authority census, PLASC etc. School A maintains the pupil's record with an enrolment status of "M" (main dual-registration)

Although not placed on the roll, school B is responsible for recording the pupil's attendance and for feeding back to school A on a weekly basis. School B maintains the pupil's record with an enrolment status of "S" (subsidiary dual-registration). This enables the school to allocate the pupil to a tutor group, register, and generate a timetable.

It would be the responsibility of school A to keep the Inclusion Officer informed of progress of the managed move and in addition the Additional Learning Needs Team in the case of a child with a statement.

Other Factors

Every school involved in a Managed Move should identify a single person in their respective school who will manage all Managed Moves regardless of year group. This may be the Headteacher or a member of the leadership team.

Only the Headteacher of School A can exclude the pupil. School B would need to consider whether the actions of the pupils would warrant the termination of the Managed Move. It is important that School B keeps School A advised of any issues arising during the period of the Managed Move so that appropriate decisions can be taken by School A in a timely manner.

The pupil needs to be committed to the Managed Move process. There should be time allowed for the pupil and parent/carers to reflect on the suggestion of a Managed Move before the initial managed move meeting is scheduled. A copy of the managed move protocols should be provided to the parent/carer and pupil prior to the initial meeting taking place.

The pupil's transition into School B as part of the Managed Move must be on a full-time basis and will similarly need to be supported with effective induction process. These inductions are expected to be more detailed than what is normally provided to new pupils. The key to success is likely to be the pupil feeling an ownership of the transfer, prepared for it, and supported in it by School A, School B and the Inclusion Officer.

School A should enable pupils on a Managed Move who are eligible for free school meals to access them in School B immediately.

Not all pupils will be suitable candidates for a Managed Move. Negotiated transfer is part of a continuum of (developing) provision. Permanent exclusions may still be appropriate in certain cases.

It is the responsibility of the parent/carer to also ensure that the pupil conforms to the uniform regulations at School B.

Pupils who move out of the area and where their home school is no longer within statutory walking distance of their residence, should not be subject to a managed move. A parent/carer has the right to submit a transfer request to their preferred school and the School Admission Code should be adhered to.

Finance

During the period of the Managed Move, funding related to the pupil will remain with School A. However, where a school is above their PAN, prior to the managed move then an agreement between both School A and School B should take place to discuss the recoupment of any additional costs incurred. This should be agreed prior to the initial managed move meeting taking place.

If the Managed Move is successful and the pupil transfers to the roll of School B, funding will be transferred to School B from this date. The accountancy team will calculate the funding available from the date it is agreed the pupil will be transferred to the roll of School B. This may involve the recoupment of some monies from School A for this same period. Accountancy will inform School A and School B of the amount of money to be transferred and the process of transferring such funds.

Out of County Managed Moves

There are no official arrangements for managed moves between local authority areas. However, it is suggested that where a managed move takes place between local authorities, schools and local authorities should follow the local authority's protocols of where the receiving school is located.