



Managed Moves and Off-Site Directions

Local Guidance

SUMMARY

This local guidance details the operational process of Managed Moves as part of Fair Access, and Off-Site Directions

OWNER

Fiona Hostler Head of Education Access and Support

VERSION

V1 .0

DATE

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When required

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Brighter Futures for Children
Civic Offices, Bridge Street,
Reading RG1 2LU

Company number 11293709

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Background and local context

Children and families have the legal right to move schools in-year. Children may move for a variety of reasons such as a change of address. On some occasions, parents may choose to move their child to enable their child to have a different educational experience. This could be due to a child having a particularly difficult experience, such as bullying. Moving schools can provide children with a fresh start, new peer groups and a new environment to support an increase in wellbeing and positive educational outcomes. The reason some children move is that it is an intervention seen as supportive to increasing pro-social behaviour. These children may be vulnerable in a variety of ways and need more support in securing a school place and to ensure their reintegration is successful.

Schools in Reading share a collective responsibility for all children and young people living in the Borough. In some circumstances, children may be eligible to have a supported move in-year to another school to enable them to have a fresh start due to concerns that they are unable to secure an in-year move to another school by usual admissions procedures. This is called a managed move.

The use of managed moves is one means by which children and young people can be supported to remain in an educational setting and thus continue to access learning. It is a consensual process and one in which all Reading schools take part as and when appropriate. Managed moves are also arranged with neighbouring local authority schools.

Moves can also occur in different ways. In other circumstances, schools have the power to direct a pupil off-site to support the child to improve their behaviour. This could be to another mainstream setting, or alternative provisions such as those with the ability to deliver an alternative learning environment, curriculum or particular interventions to support the child's progress. In the case of moves initiated to mainstream schools. Some children may experience an off-site direction which may come to an end, and immediately after a managed move begins.

It is important in the absence of detailed national procedures and policy on relating to these measures, that local guidance is agreed with schools and implemented to support a consistent and effective approach, and to ensure compliance where there is direction from the law regarding some areas of the process. Schools in Reading have co-produced this guidance. Both processes have been provided within one guidance documents due to the closeness and clear cross-over that is present when considering both forms of move. Where there are clear statutory obligations reference to the statutory guidance has been made.

Definitions

1. Managed Moves

1.1 This type of move is an in-year transfer to another school, with a reintegration period and package of support to increase the likelihood of a successful placement. A managed move is applied to initiate a process that leads to a permanent transfer of a pupil to another school. Schools will consider a child's needs and decide where the most ideal placement will be. Managed moves are voluntary and agreed upon with all parties involved, including the parents and the admission authority of the new school. The managed move can end at any time through the choice of the pupil and family if they cease to attend and do not indicate a wish to attend. The school can decide to initiate the ending of a move if there has been a serious breach of the school's behaviour policy.

2. Off-Site Directions

2.1 Off-site direction is a temporary measure which can be used by a governing board of a maintained school to require a pupil to attend another education setting to improve their behaviour. While the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. A direction can be to other mainstream schools or alternative provisions. Children cannot be directed to be at home for reasons of behaviour without it being recorded as a suspension or exclusion. An off-site direction can be used as a pre-cursor to a managed move in the case of another maintained school or academy.

Key principles

3. The educational, safeguarding and wellbeing needs of the pupil should be paramount in any decision to instigate any procedures to educate a pupil at a different setting and will be used as part of a graduated response to behaviour

3.1 Any move should be preceded by high quality information sharing between the home school and receiving (host) setting in an agreed format, including data on prior and current attainment, academic potential, any safeguarding concerns, a risk assessment and advice of effective risk management strategies¹.

3.2 The pupil still remains the responsibility of the home school until the arrangement has been made permanent.

3.3 Moves will not replace or supersede in-year applications if made by the parent. This will ensure that in-year applications are processed in accordance with the school admissions code 2022.

3.4 All moves will be monitored robustly and work wherever possible to set opportunities for development with associated mechanisms of support, rather than setting targets for children to achieve with little or no support to accomplish them, in line with local proforma and processes².

3.5 Moves will not limit a pupil's entitlement to full-time, appropriate provision. Where off-site directions are initiated on a part time basis, the remainder of the child's education will be provided appropriately.

When are moves appropriate?

4. Where the school's own behaviour support and management strategies have been implemented to address a series of behavioural concerns and a planning meeting has concluded the evidence indicates that a fresh start in a new school would be the most positive intervention strategy to maintain the pupil in education and improve their access to learning

4.1 Where there are well documented instances of other (including external) interventions and support strategies which have already been tried and are proving unsuccessful.

4.2 Where the pupil and their parent / carer support the idea of a managed move, or start at a new school and the governing board in the case of an off-site direction decide

¹ [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

² See Appendices

4.3 Where the relationship between the pupil and either a particular group of fellow pupils and/or staff has broken down to an irrevocable degree despite restorative attempts to repair

When are placement moves not appropriate?

5. In a high proportion of circumstances, a year 11 pupil move will not be appropriate due to the potential disruption to their potential educational examination options. A modified programme, which might access to alternative provision within the school setting may be more appropriate. In exceptional circumstances it may be appropriate, such as pupil reintegration from Cranbury College or where it is clear that a pupil's access to examinations will not be limited, and they are sufficiently ready for said exams despite the move.

5.1 For a child with a child protection plan unless the proposed move forms part of this plan and agreed with the social worker.

5.2 For a child under assessment for an Education Health Care Plan (EHCP), as this could undermine the ability for professionals to assess the pupil in the correct setting.

5.3 Managed moves should only be considered for a child looked after, with the consent and support of the Head of the Virtual School. The managed move should form part of the child's care plan or PEP.

5.4 Where a school exercises undue influence over a parent to remove their child from the school under the threat of a permanent exclusion and encourages them to find another school place¹.

5.5 Where a managed move is used to bypass usual admissions procedures and the child does not meet the criteria for a managed move as set out in the Fair Access Protocol.

5.6 Where a child is being directed to a setting where there is no clear intervention or support to facilitate an improvement to behaviour e.g. knowing a child will be sent to another school to sit in isolation (where a direction is being used as a form of punishment for a child).

Instigating a move (including registration instructions)

6. Reading Head Teachers have agreed that any managed move not able to be resolved upon request at a school-to-school level, can be initiated between them (or delegated to a deputy head); through the Pupil Placement Panel if a managed move is still required.

6.1 Whenever possible planning for a managed move or off-site direction should begin before the pupil reaches crisis point. However, it has to be accepted that on some occasions when a pupil is about to be permanently excluded that the managed move should be fast tracked, an example of this may be on occasions where there has been a one-off serious incident that is out of character for the young person and there is good reason to believe they will succeed well in another setting.

6.2 A meeting or phone call between receiving and home school should be arranged to share information and support the awareness of the child's needs. Pupil move paperwork will be provided to the receiving school. Only in the event of unsuccessful applications of a managed move, will this be resolved through the Fair Access Protocol. There are no available powers from the local authority or other schools to secure an off-site direction without the consent of the receiving school or setting.

6.3 An 'admission' meeting to be arranged attended by the accepting and host setting deputy head teachers, the pupil, parent(s)/carer(s) within 5 working days to set out expectations and discuss

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specific needs; this will include an agreement with pupils and parent(s)/carer(s). This will enable clear expectations of the 'fresh start', or time limited direction to be set in terms of learning and behaviour, any specific support for the pupil identified, contact between home and school to be agreed including progress review meetings; this should be in line with the Behaviour Policy.

The purpose of the meeting should be:

- To detail the programme of support to be put in place for the pupil, and how this is intended to positively impact the pupil's behaviour and wellbeing³
- To detail the pupil and family's contribution towards making the move a successful one
- To agree practical arrangements such as starting date, tutor group, timetable, travel and uniform
- To draw up a schedule of review meetings to monitor the reintegration package provided, which provides an opportunity to monitor the impact of the plan and make additions where required

6.4 There should be no more than 4 weeks between planning a move and starting the new setting. As the move is not a permanent exclusion, the pupil must continue to attend the home school while arrangements are being made.

6.5 In the case of an off-site direction for children the governing board must ensure that parents (and the Local Authority for pupils with an Education, Health and Care Plan) are notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day¹.

6.6 The home school will provide a key worker contact and support; this worker will visit the pupil at the receiving setting within 5 days of the placement starting.

6.7 On the date agreed for a child to start on a managed move, the child should be registered on both the home and school systems. The home school will mark the pupil as 'D' and the host school will hold responsibility for accurately recording a child's attendance. Schools must not duplicate attendance marking.

6.8 In the case of an off-site direction to another school, the pupil will also be dual registered and marked as 'D'. The home school will mark the pupil as 'D' and the host school will hold responsibility for accurately recording a child's attendance. Schools must not duplicate attendance marking.

6.9 In the case of an off-site direction to an approved educational activity, such as alternative provision; the pupil will be registered as educated off-site and be marked with 'B'.

Safeguarding and attendance

6.10 The receiving setting will supply weekly attendance data to the home school as a minimum. If alternative arrangements are required, this must be agreed within the admission meeting. The local authority recommends daily attendance reports are appropriate for children where there are safeguarding risks. Especially in the case of children open to social care of the youth justice service, under assessment from social care or the youth justice service, or there are known risks regarding extra-familial harm such as exploitation.

6.11 All safeguarding reports must be passed to the home school in a timely way, in accordance with the level of risk. For example, there may be times where a receiving setting must make a referral

³ See Appendix A

themselves to ensure safety if there is known actual significant harm or risk of significant harm (Level 4 concerns in line with local safeguarding threshold).

6.12 It is negligent and poor safeguarding practice to not act and respond to safeguarding concerns appropriately purely because a child may be registered at another school, and it is considered to be their responsibility to deal with such issues. All settings are expected to respond to attendance and safeguarding concerns in line with their published policies and national legislation⁴.

Monitoring a move

7. Reviews will be held at least fortnightly on any form of managed move or off-site direction. In the case of an off-site direction, the Governing body must ensure these reviews take place as an additional layer of ratification. Should an off-site direction require extending, it is the governing body of a school or equivalent in the case of an academy trust that must agree that this is appropriate.

7.1 Reviews may be brought sooner or less frequently where clear rationale is provided; this will usually be where either a higher or lower level of support is felt to be required to ensure the pupil is succeeding.

7.2 The invitees to monitoring meetings must include both home and host settings, children and parents and carers. It may also be appropriate to invite additional agencies or personnel supporting the child or family.

7.3 A review outside of already established arrangements may be called at any time by any party and this must be honoured within 5 school days.

7.4 Any move must not be initiated for longer than 6 weeks. It is advised to consider a period of 4-6 weeks for a managed move, and between 2-4 weeks for an off-site direction.

7.5 In exceptional circumstances, it may be appropriate as in the case of a pupil attending alternative provision for an off-site direction to be in place for a longer period of time. This may be in the case of a child awaiting specialist provision and it is clear the alternative provision is meeting the child's needs appropriately in line with their EHCP to a better extent than the home school would be able to. The school and local authority SEND team should consider how these arrangements can either be made consensually with a parent to allow for a longer-term placement or consider agreeing an Education Other Than At School (EOTAS) arrangement in line with the Reading's Alternative Provision Strategy

7.6 In the case of a pupil on an off-site direction, where governors receive a request for a review meeting from parents (or the local authority in the case of a pupil with an EHC plan), the meeting must occur as soon as is practicable, unless there has been a review meeting in the previous 10 weeks.⁵

7.7 Not later than six days before the date of any review meeting, a governing body must give a written invitation to parents (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to whether the

⁴ [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)
[Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/working-together-to-safeguard-children)

⁵ [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/school-suspensions-and-permanent-exclusions)

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off-site direction should continue to have effect. Meetings should be convened at a date and time suitable to the parent.⁶

7.8 The governing board must keep an off-site direction placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue, and if so for what period of time.⁷

7.9 On the occasion that an off-site direction precedes a managed move, the whole period of transfer must be considered time must be considered already spent on a move and must ensure a child is not transferred for over 6 weeks.

7.10 In the case of a managed move, any behaviour or incident should be managed through the host school's behaviour policy and appropriate support provided in line with the agreements made for the reintegration period, just as for any other pupil on roll.

Ending a move (including registration instructions)

Completed moves

8. When a receiving school decides that a pupil is ready to join the new school permanently, they should hold a review with all relevant parties. This may be before the anticipated end of the reintegration period.

8.1 If a managed move has succeeded until the end of the planned transition period, it has been successful. The final review is an opportunity to congratulate all concerned for making the move a positive one, including the pupil who has responded to the support offered.

8.2 The review should formally recognise the placing of the pupil on roll at the receiving school. The receiving school should inform the relevant local authority by the usual leaver/joiner process⁸

8.3 In the case of an off-site direction, the child will complete the advised period in host setting or a consideration of whether to instigate a managed move can be made with all relevant parties and follow from steps. This is not applicable in the case of a child directed to any setting other than a mainstream school.

8.4 On agreement of admission to the receiving school, the pupil will be removed from the register of the home school and admitted to the register of the receiving school where he/she will enjoy the same rights of tenure to a school place as any other pupil. Any remaining school records should be transferred to the receiving school within 5 days of the off-roll date⁹ Proposal to cease a managed move

8.5 It is not a matter of course that some managed moves end. It should only be in the case of an exceptional circumstance, where there has been a serious breach of the school's behaviour policy and where allowing the pupil to remain would cause a serious health and safety risk to pupils or staff.

8.6 The host school cannot permanently exclude the pupil, as they are not the main roll of the pupil. The host school can, however, issue a suspension to the child.

⁶ [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

⁷ [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

⁸ [School admissions code - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

⁹ [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

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8.7 In all circumstances, if a proposal to cease a move is being considered, this will be discussed within 5 school days of a decision being considered. All relevant parties must be invited to the meeting. In many circumstances, it will be appropriate and good practice to ensure the pupil and parent/carer are represented.

8.8 The discussion in a meeting to consider a proposal to cease should include:

- A detailed incident/s report
- Impact and risk assessment of current provision in place
- Consideration of any further agency, service, resource or provision support that could aid the pupil to complete their move successfully.
- Consideration of a restorative intervention to ensure that the home or host school and pupil have had an opportunity to resolve any issues which might impact on the success of the managed move or the pupil's return to the home school should the move not be completed.
- A decision on next steps and agreed actions.

8.9 If following the proposal to cease meeting alternative measures are agreed to be put in place to continue the move, the child must remain as dual registered until the move is completed. If the proposal to cease meeting continues with ending the move despite attempts to agree to alternatives, the child must be removed from roll and returned to their home school with immediate effect. Consent must be given by the home school to remove from the register.

The role of BfC in the context of this guidance

11. BfC provides facilitation of moves through the Fair Access Protocol where applicable and monitors the volume of managed moves and off-site directions through the school's tracker. This data assists in ensuring fair access for children requiring admission who are struggling to obtain a school place utilising usual in-year procedure

11.1 BfC provides advice, guidance and signposting to advocate for children and families to increase educational access and inclusion.

11.2 Where compliance issues arise, support and challenge will be provided to ensure schools are meeting their statutory duties

11.3 Resourcing support to aid children's inclusion through the 'Hard to Place' fund is accessible for pupils experiencing school moves

11.4 In the circumstances of cross-border pupils, BfC has no power to direct placement under the Fair Access Protocol but will offer advice and signposting to appropriate avenues of support

11.5 In the circumstances of cross-border schools supporting Reading pupils, BfC will build positive working relationships for the benefit of educational access for Reading pupils, and offer work to ensure resourcing offers, wherever possible benefits pupils in schools of a different local authority

Professional disputes between schools

9. If professional disputes arise, the child's best interests should always be considered as paramount with any decision making.

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9.1 It is appropriate that discussion is had directly between home and host school should disputes arise, with escalation to head teacher where required. In all cases, these discussions should be held away from pupil and parent.

9.2 A school's complaints procedure can be followed by any person regarding the conduct of a school.

9.3 In some circumstances; for example, in potential breaches of the law regarding off-rolling, notification should be brought to BFFC.

Parental complaints

10. A parent can follow the school's complaints procedure with the governing board and in the case of a maintained school, the local authority.

Appendices

Appendix 1: Legal summary

The School Attendance (Pupil Registration) (England) Regulations 2024

Registering a pupil at more than one school

(4) If the proprietor is aware that a registered pupil is or will be attending another school (in addition to or instead of the school) in one of the circumstances in paragraph (5) the proprietor must ensure that the admission register contains—

(a) the name of the other school

(b) the date when the pupil started or will start attending that school.

(5) The circumstances are that—

(a) a person with control of the pupil’s attendance at the other school has told the proprietor that the pupil is or will be attending that school; or

(b) the proprietor is a person with control of the pupil’s attendance at the other school and is requiring or will require the pupil to attend that school.

Contents of the admission register

10. (2) If the pupil is present at the school their attendance is to be recorded [...] to the circumstances as listed in the first column.

Table 1 Attendance	<i>Code</i>
The session is a morning session, and the pupil is present at the school when the attendance register begins to be taken.	/
The session is an afternoon session, and the pupil is present at the school when the attendance register begins to be taken.	\
The pupil is absent from the school when the attendance register begins to be taken but attends before the taking of the register has ended.	L

(4) If the pupil is absent [...] their absence is to be recorded [...] to the circumstances as listed in the first column.

Table 3 Attendance	<i>Code</i>
The pupil is absent with leave for the purpose of attending another school at which they are a registered pupil.	D

Deletion of names from the admissions register

9.(1) The proprietor of a school must ensure that the name of a pupil of compulsory school age is deleted from the school's admission register when—

(a) the pupil has been registered at another school, unless—

- (i) a school attendance order naming the school is in force in relation to the pupil;
- (ii) the pupil is a mobile child and the school is their main school; or
- (iii) the proprietor has agreed with a person with control of the pupil's attendance at the other school, or is such a person and has decided, that the pupil should be registered at more than one school;**

(c) the pupil is also registered as a pupil at one or more other schools and—

- (i) the proprietor does not have reasonable grounds to believe that the pupil will attend the school again;**
- (ii) the proprietor of each other school where the pupil is registered has consented to the deletion;**
- (iii) there is no school attendance order naming the school in force in relation to the pupil; and
- (iv) the pupil is not a mobile child or, if they are, the school is not their main school;

Section 29, The Education Act 2002

Directing a pupil off-site

(3) The governing body of a maintained school may require registered pupils to attend at any place outside the school premises for the purposes of receiving

(a) any instruction or training included in the secular curriculum for the school (in the case of a school maintained by a local authority in England)

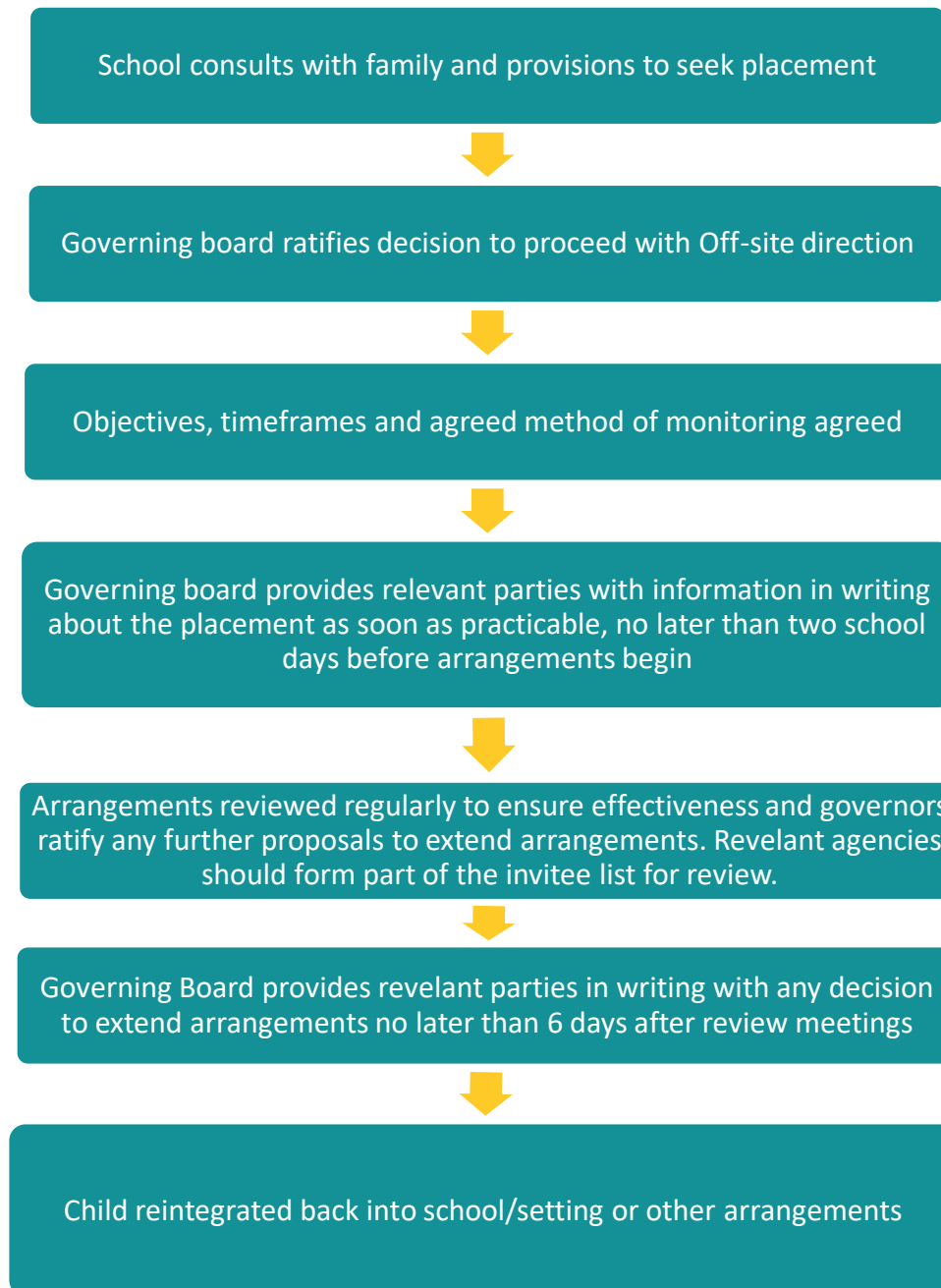
(An Academy's Articles of Association must reference their adoption of the same power to enable them to use off-site direction)

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, August 2024

Enabling a process of transfer before sole registration

48. A managed move is used to **initiate a process** which leads to the transfer of a pupil to another mainstream school permanently.

Appendix 2: Off- Site directions flow chart (responsibilities of the school and governing board):



Appendix 3: Fair Access pupil transition proforma

Pupil transition request 2024-25

(to be used in conjunction with the Fair Access Protocol and local guidance on managed moves and off-site directions)



Fair Access need: (Delete as appropriate)	Off-site direction (A) / Managed Move (B) / Fair Access (C)
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Referring School/Organisation:	
---------------------------------------	--

Referral Made by:	
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Personal Details Information

Pupils Name:	
---------------------	--

DOB:	Year Group:
-------------	--------------------

UPN:	SEN Support: (circle if appropriate) Y/N	Pupil Premium: Y / N
-------------	--	------------------------------------

Address:	Name of Parent/Carer:
	Tel Number/s:

Parental preference: 1.
2.
3.
4.

Parent in agreement (in case of Managed Move):

Child aware and in agreement (in case of Managed Move):

Pastoral Information

Reason for Referral to Panel (detailed summary of case history):

Attendance summary

Behaviour summary (including any suspension/ exclusion information)

Summary of support and interventions provided:

Current Curriculum Arrangements (if alternative timetable or alternative provisions is in place)

Safeguarding summary (only share with consent or where not sharing would create risk for pupil or school)

Risk profile (to self-or others)

<p><u>Behaviour</u></p> <p>Type of presentation</p>	<p><u>Frequency</u></p> <p>H- Hourly D- Daily W-Weekly M – Monthly O – Occasionally R –Rarely N - Never</p>	<p><u>Hazard</u></p> <p>(Potential for harm)</p> <p>0 = Never 1 = Minimal 2 = Moderate 3 = Significant 4 = Extreme (all the time)</p>	<p><u>Probability</u></p> <p>(Likelihood of harm)</p> <p>0 = Never 1 = Improbable 2 = Possible 3 = Probable 4 = Likely</p>	<p><u>Level of risk</u></p> <p>(Hazard x Probability = Level of risk)</p> <p>0 = Never 1 = Low 6 = Medium 16 = High</p>	<p><u>Opinion or Knowledge</u></p> <p>K = Known O = Opinion</p>
Self-Harm					
Bullying					
Abusive or Violent language					
Sexually abusing/ Inappropriate behaviour					
Violent/ Aggressive/ intimidating behaviour					
Impulsive/ Dangerous behaviour					
Substance/ Alcohol misuse					
<p>Offensive on the basis of Gender/Race/ Religion/ Disability or Sexuality</p> <p><i>(Please highlight the inappropriate)</i></p>					
Absconding/ Absence					
Damage to property					
<p>Offending behaviour</p> <p><i>(e.g. theft)</i></p>					
Carrying/ Use of weapons					
Vulnerable to bullying					

Secondary Academic Information

Year 7	<input type="checkbox"/>	Year 8	<input type="checkbox"/>	Year 9	Y	Year 10	<input type="checkbox"/>	Year 11	<input type="checkbox"/>
Subject		GCSE Target =			Current/TA			Examination board Course/Spec	
English									
Maths									
Science									
PE									
RE									
Citizenship									
Technology									
Art									
MFL									
PSHE									
Other									

RA:		SA:		CATS	
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<u>Primary Academic Information</u>			
Subject	SAT target (if appropriate)	Attainment	Other information
English			
Maths			
Science			
ICT			
PE			

Appendix 4: Managed move agreement form

Pupil transition agreement – Managed Move

Pupil Information			
Name of child:		Year group: DOB:	
Address:		Home telephone number:	
Parents/carers name:		Mobile no:	
Other agencies involved:	SEND	PP/ FSM	CSC/EH
EAL	YJS	CLA	
There has/not been a period of off-site direction before this move.			
Duration of off-site direction pre managed move if applicable: [NUMBER] weeks <i>(to be between 2-4 weeks)</i>			
<i>(In the case that there has been a period of off-site direction before the managed move, please ensure the total amount of transitioning weeks is no longer than 6 weeks.)</i>			

Transition dates

[PUPIL NAME] is being supported to spend a period of [NUMBER] weeks transitioning into [RECEIVING SCHOOL NAME] while dual registered with their home school.

Following a successful move, [PUPIL NAME] will join the roll of [RECEIVING SCHOOL] no later than [DD/MM/YY].

The receiving school agrees to:

- Explain their behaviour policy and what support will be provided to ensure a successful transition
- Encourage and support the pupil with their studies.
- Inform the home school of any important issues as they arise.
- Meet fortnightly as a minimum over the period of transition.

Summary of transition plans

[PUPIL NAME'S] goals for the transition period (set by the pupil):

-

[RECEIVING SCHOOL NAME] agrees to provide the following support to [PUPIL NAME] to help them achieve their goals:

-

Amendments to timetable to support transition (if applicable)

-

Success for this transition looks like:

Key dates (to be booked at first transition planning meeting)

Meeting	Date	To be attended by	Venue
Review meeting 1			
Review meeting 2			
Review meeting 3			
Final review meeting			

Signed by relevant party:	Date:
Parent/Carer signature	
Pupil signature:	
Home school signature:	
Receiving school signature:	

Appendix 5: Managed Move initiation model letter

Name:
Address

Date:

Dear [PARENT NAME]

Re: Managed Move
Student Name:

Year Group:

Further to our discussion, I am writing to confirm that we have agreed to initiate a managed move for your child.

The managed move has been arranged with [NAME OF RECEIVING SCHOOL] and will commence on [DD/MM/YY].

The managed move will be subject to regular review meetings, and we hope for your child to have a successful transition no later than [DD/MM/YY].

Should you require any support with this move, your school contacts are:

[HOME SCHOOL NAME] Staff name _____ Number _____ Email _____

[RECEIVING SCHOOL NAME] Staff name _____ Number _____ Email _____

Yours sincerely

[NAME]

Home School Headteacher

Copy to :

[TEACHER NAME], Receiving School Headteacher

BfC CME Officer

Appendix 6: Off-site Direction arrangements letter and form

Name:
Address

Date:

Dear [PARENT NAME]

Re: Off-site direction
Student Name:

Year Group:

Further to our discussion, I am writing to confirm that we have agreed to **initiate/extend the arrangements** for an off-site direction for your child, this decision has been ratified by the school's governing board.

The reasons for this decision are:

-
-

All details related to this direction have been attached to this letter in the form of our off-site direction's arrangements summary.

We will ensure the move is monitored robustly; however, you are welcome to request in writing a review at any stage in the process.

Yours sincerely

[NAME]
School Headteacher

Copy to:
BfC CME Officer
BfC SEND team (in the case of a child with an EHCP)

Off-Site Direction (OSD) Arrangements form

Pupil Information			
Name of child:		Year group: DOB:	
Address:		Home telephone number:	
Parents/carers name:		Mobile no:	
Other agencies involved:	SEND	PP /FSM	CSC/EH
EAL	YJS	CLA	
Duration of off-site direction: [NUMBER] weeks <i>(to be between 2-4 weeks)</i>			

Attendance dates:

[PUPIL NAME] is being supported to spend a period of [NUMBER] weeks attending [RECEIVING PROVISION NAME] while dual registered with their home school.

Unless any other arrangements are made, [PUPIL NAME] will return to [HOME SCHOOL] ON [DD/MM/YY].

The receiving provision agrees to:

- Explain their behaviour policy and what support will be provided to ensure a successful transition
- Encourage and support the pupil with their studies.
- Inform the home school of any important issues as they arise.
- Meet fortnightly as a minimum to ensure that the provision is effectively supporting the pupil.

<p>Summary of arrangements:</p> <p>School Address:</p> <p>School start date/s times:</p> <p>Transport arrangements:</p> <p>Provision information (such as summary of activities/intended outcomes/support):</p>
<p>Contacts at [RECEIVING SCHOOL]:</p> <p>Name:</p> <p>Number:</p> <p>Email Address:</p>
<p>Home school signature:</p>
<p>Receiving school signature:</p>
<p>Date arrangements ratified by governors: DD/MM/YY</p>

Appendix 7: Managed Move review meeting minutes

Managed Move: Review Meeting Minutes

Attendees:		
Date:		
Location:		
Strengths and difficulties:		
Feedback from pupil:		
Feedback from parent:		
Feedback from school:		
Support being offered to pupil from school and any other agencies:		
Any further support agreed today to assist in success of transition:		
Action Log:		
Action	By who	By when

Appendix 8: Managed Move completion letter

Name:
Address

Date:

Dear [PARENT NAME]

Re: Managed Move
Student Name:

Year Group:

Following the Final Review Meeting today, I am pleased to confirm that [PUPIL NAME] has successfully transitioned into [RECEIVING SCHOOL] and will be solely registered at our school with immediate effect.

I am very pleased that the Managed Move has been successful and would like to congratulate [FIRST NAME] on their commitment and efforts to make their placement at [RECEIVING SCHOOL] so positive.

We wish [PUPIL NAME] all the best for their continued education with us. A copy of this letter will be shared with the Local Authority and [HOME SCHOOL] for their records.

Yours sincerely

[NAME]
Headteacher

Copy to: Headteacher - Home School
 BFC School Admissions Team