

Managed Moves

Good practice help sheet for schools and partnerships

Section 1: Is this the appropriate strategy for this pupil?

Question	<i>Further thoughts</i>
Is this a solution that best preserves the pupils chances of achieving good educational outcomes	
Are you clear about the underlying needs of the pupil, especially those that seem to be contributing to challenging behaviours?	<i>for example – a pupil with attachment issues will certainly find a move to a new school difficult. A pupil with unmet issues around cognition is likely to struggle with new staff. Is uprooting a pupil from school and peer group likely to add further trauma? Can you mitigate these issues?</i>
Are these underlying needs likely to be addressed by a change of school, or might they be exacerbated?	
Are there any practical impediments to the move – distance, cost, peer relationships, surmountable?	<i>Especially if the reason for the move is to weaken the influence of peers there needs to be a careful check that there are no issues arising from the move</i>
Have the Heads of both schools agreed to the move?	
Are any other agencies involved with the pupil and do their views need to be taken into account	<i>NB EHCP pupils – move must be part of an amendment to the plan. LAC – must consult Virtual School</i>
Are you satisfied that the receiving school will make best endeavours and reasonable adjustments that the pupil will need in order to thrive?	<i>It's important to keep in mind that during the period of the Managed Move the Duty of Care remains with the "home" school. However challenging it might be you have a responsibility to ensure that the provision you are making for the pupil is appropriate</i>
Are you satisfied that the pupil's parents are in agreement with a move and that they will be able to support the pupil through the process?	
Are you clear that the pupil can return if the move does not work out?	<i>The DFE Guidance calls a move where there is no return "A Managed Transfer". In Leicestershire Secondary Schools the local SEIP should be involved in this decision</i>

Section 2: Good Practice check list is overleaf

	R	A	G	Comments
Parents				
Parents have been given advice on how to help their child transition and settle in				
Parents have attended meeting at destination school				
The measures taken ensure that parents actively support the move				
Destination School Staff				
A frank exchange between key staff at the current and destination school ensures that issues that caused difficulties previously have been clearly identified and planned for				
Expectations for parents, pupil and staff at both schools have been set at the right level – balancing the need to acknowledge that getting it right 100% of the time is not possible, with challenge and support to achieve well				
Teachers at the destination school have been briefed on any additional needs of the new pupil and will prepare effectively for the pupil's arrival in lessons				
Class teachers each have considered how to settle the pupil in to new classes				
The SENCO is involved and is clear on the pupil's additional needs, using the school's systems to ensure that the right level of support is in place				
The destination school has included in its planning steps to support the development of good peer relationships and embed the pupil into the school community				
The Pupil				
The pupil has had the chance to reflect at what has been going wrong previously and the chance to contribute to ideas about how to prevent the same things going wrong now				
The pupil has prepared a pen portrait to help inform staff of hopes, fears and expectations of the destination school				
The pupil receives an appropriate level of support to prepare for the move				
pre Induction planning has considered all the logistics of the move, transport , meals, uniform, times, dates				
Quality of "Plan Do Review"				

A simple plan with targets and review dates has been agreed and shared with all parties				
Initial meetings, the review meeting and the final meeting includes some one to act as "pupil champion"				
Reviews are designed to ensure parent and pupil participation				