

WCC Headteacher Guides

Schools Considering a Managed Move

A Managed Move is a voluntary process used to transfer a pupil from one school to another as part of a broader strategy to address significant behavioural or educational challenges. It is typically considered after all in-school interventions have been exhausted and is intended to give the pupil a fresh start in a new environment that may better meet their needs. Managed moves are a collaborative decision between the current school, the receiving school, parents/carers, and the pupil, with the goal of preventing exclusion and promoting positive outcomes through tailored support.

Any proposed Managed Move should be discussed in advance with the Education Entitlement Coordinator for the relevant area.

Area	Co-ordinator	Contact details
South/Central	Sue Mustin	suemustin@warwickshire.gov.uk Mobile: 07443 345125
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To inform Warwickshire County Council Education Entitlement Team of a proposed Managed Move please fill in [this form](#)

A Managed Move Should:

- **Be Child-Centric:** The move should be in the best interest of the child. It is an opportunity to support the pupil by placing them in a new environment that better suits their needs and can lead to improved outcomes.
- **Be a Last Resort:** Managed moves should be considered only after all other in-school interventions have been exhausted, such as support plans, behavioural strategies, or SEN assessments. The school should document and evidence the steps already taken to support the child.
- **Be Voluntary and Agreed Upon by All Parties:** It is essential that the managed move is voluntary and agreed upon by the pupil, parents/carers, the current school, and the receiving school. All parties should understand the reasons for the move and agree to the objectives.

- **Involve a Formal Agreement:** A written agreement should be drawn up, detailing the specific conditions of the move, the support to be provided, the objectives for the pupil, and how progress will be reviewed. This ensures transparency and accountability for all parties.
- **Be Part of a Longer-Term Support Plan:** The move should include a comprehensive support plan tailored to the pupil's needs. The plan should involve regular reviews of progress, involving parents/carers and both schools, to ensure the managed move is working effectively.
- **Allow a Fair Trial Period:** The managed move should include a trial period, typically between 6-12 weeks, during which time the pupil's progress will be monitored. This allows for adjustments and ensures that the receiving school can meet the child's needs.
- **Be Supported by Clear Communication:** Effective communication between all parties is key. Regular updates between schools, parents, and any involved agencies (e.g., social care or SEND services) are crucial for monitoring progress and addressing any concerns promptly.

A Managed Move Should Not:

- **Be Used as a Quick-Fix Solution for Exclusion:** Managed moves should not be used as a means to avoid permanent exclusion without genuine consideration of the pupil's needs and the capacity of the receiving school to meet those needs. This is a structured process, not an immediate removal from school.
- **Be Imposed Without Consent:** It is critical that managed moves are not enforced or presented as the only option to families. Parents and carers must be fully informed and consent to the move without feeling pressured.
- **Be Initiated Without Full Information Sharing:** The receiving school must be provided with a full and honest disclosure of the pupil's history, behaviour, special educational needs, and any other relevant information. Withholding details can jeopardise the success of the move.
- **Be Implemented as a Temporary Placement:** A managed move should not be treated as a temporary or short-term solution. The focus should be on creating a sustainable educational pathway for the pupil rather than a stop-gap measure.
- **Lead to Isolation or Stigmatization:** Managed moves should not result in the pupil being isolated from their peers or stigmatised. They should be integrated into the receiving school's community with the same care and attention given to any new student.
- **Lack Adequate Support:** The pupil should not be sent to the new school without a clear support system in place. This includes pastoral care, behavioural interventions, and any necessary adjustments for learning difficulties or disabilities.
- **Be Considered a Failure Without Review:** If the managed move is not working, the situation should be reviewed and reassessed. Alternatives such as referral to a specialist setting or additional interventions should be considered before concluding that the move has failed.

By adhering to these principles, headteachers can ensure that managed moves are used effectively to support pupils, promote positive outcomes, and foster collaboration between schools and families.