

Protocol and Guide for schools on Managed Moves



Updated August 2026

1. Definition of a Managed Move

'A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved (including the parents and the admission authority of the new school). Managed moves should only occur when it is in the pupil's best interests.'

There is no requirement from The Department for Education for schools to utilise Managed Moves, however in Gloucestershire, the Local Authority recommends schools only consider their use where appropriate and it is in the child's best interests.

2. Latest Statutory Guidance:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
(publishing.service.gov.uk)

3. Managed Move Overview

3.1. Managed Move Principles

- A managed move leads to the transfer of a pupil to another mainstream school permanently.
- The process can follow a period of off-site direction during which the child is dual registered. The required review of an off-site direction placement may identify alternative options, which includes a permanent managed move (for pupils placed in a mainstream school). If a managed move is agreed, the pupil's name must be removed from the original school's admission register in line with the required process.
- A Managed Move request should be initiated by the child's original school.
- Parents must be in agreement and willing to support a Managed Move.
- The student must be willing to participate and co-operate in the move.
- Each Managed Move must be individually considered, taking into account the young person's educational, social and emotional wellbeing and only occur when it is in the pupils best interests.
- Prior to any managed move, the original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support or any statutory assessments. It is also critical for information sharing to take place between the original and new school in all circumstances and in advance of the managed move to ensure the pupil is protected. This should be evidenced through the Graduated Pathway- My Plan/My Plan+.
- Schools must act in a spirit of partnership and collaboration for the Managed Move arrangements to work.
- The Managed Move plan must include clear strategies to support the transition including supporting possible issues that arise during the transition period. This should include regular reviews structured at the onset of the plan.
- The new school should provide and adjust provision/support to aid a successful Managed Move.

3.2. Benefits of a Managed Move

- A Managed Move is an opportunity for the pupil to have a fresh start in a new school.
- They are most likely to be effective when used as a tool as part of a planned intervention rather than as a reactive alternative to permanent exclusion arising from repeated and serious instances of indiscipline.
- There are a variety of other circumstances where they may also be considered as desirable, e.g. incidences of bullying (perpetrator or victim); serious deterioration in the relationship between home and school; home circumstances; community issues.
- Managed Moves should only be undertaken with the full knowledge and co-operation of all the parties involved, including the parents.

3.3. When is a Managed Move appropriate?

- As an alternative, where the young person is likely to be permanently excluded.
- Where the school's own behaviour management strategies have been implemented to address a series of behavioural concerns and a Structured Support Plan meeting has concluded that a fresh start in a new school would be the most positive intervention strategy to maintain the pupil in education.
- Where there are well documented instances of other interventions and support strategies which have already been tried and are proving unsuccessful.
- Where the relationship between the pupil and either a particular group of fellow pupils and/or staff has broken down to an irrevocable degree.
- Where a pupil is not regularly attending school and the causes of the non-attendance have been fully investigated, and it appears that issues directly linked to the school are the significant factor in the non-attendance, at this stage a Managed Move could be considered, if deemed in the best interest of the young person by the parents, school and the young person themselves.

3.4. When is a Managed Move not appropriate?

- A Managed Move should not be sought for a pupil in Year 11. (A modified program, which might include short-term off-site direction to alternative provision, may be more appropriate).
- A Managed Move should not be instigated for a pupil with a child protection plan, unless the proposed move forms part of this plan.
- When a parent is seeking a straightforward transfer to another school and a managed move would not provide additional benefit for the pupil.
- The pupil is not on a school roll.
- If parents are not in agreement with a Managed Move – **DfE guidance pg26 p 64** states:
'If a parent believes that they are being pressured into a managed move or is unhappy with a proposed managed move, they can take up the issue through the school's formal complaints procedure with the governing board and, where appropriate, the local authority. Ofsted will consider any evidence found of a parent being pressured into a managed move that has resulted in off-rolling. Where inspectors find evidence of bad practice, the school's report card and leadership and governance evaluation may be negatively impacted.'

3.5. Which cohorts require additional input and consideration?

- For a pupil with an **Education Health and Care Plan**, such queries should be directed to the EHCP Team for consideration before any further actions are taken.
 - The new school must be able to provide suitable, full-time education, appropriate to the special educational needs as set out in the EHCP.
 - Any additional support identified through the pupil's EHCP will need to be transferred to the new school from the original school's SEN allocation. This should be agreed prior to the initial Managed Move meeting.
 - Any transport implications need to be taken into consideration as part of this decision.
- If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.
- Where a pupil is **CIC**, the school should communicate directly with Gloucestershire's Virtual School before any considerations around a Managed Move take place.
- Where a pupil has an allocated **social worker**, they should be consulted prior to and included in any decision making.
- For a pupil identified at **SEN Support** the SENCOs at both schools should meet to ensure all information on needs and support is shared and understood prior to any decision being made.

4. The Managed Move Process

4.1. Criteria for Managed Moves

- The original school can evidence that they have considered if the pupil has unmet special educational needs that require support through the graduated pathway, MyPlan/My Plan+, and have consulted with the SENCO in order to take appropriate action where these have been identified.
- The original school must have set and reviewed agreed outcomes in line with the graduated pathway (MyPla / My Plan+) demonstrating that a range of strategies have been tried and reviewed.
- The original school has made all appropriate referrals to outside agencies for support.
- The school and family share the view that the original school has exhausted all reasonable strategies to support the pupil.
- There is a clear audit of the pupil's strengths and capabilities that can form the core of a transition plan in the new school.
- The school and family share the view that the new school is likely to be able to offer something sufficiently different to make the Managed Move viable. This may be the size/location of the school or a new peer group/teaching team/curriculum, depending on the particular issues at the original school.
- The family is committed to supporting the process.

5. A model process

5.1. Step 1- Initiating a Managed Move

The head teacher of the original school should contact the parents to agree the appropriateness of a Managed Move in the first instance. It is important at this stage that parents understand the process and their responsibilities. School should identify with parents which school's may be possible in terms of appropriateness, distance and transport. Schools must ensure the parents do not feel under any pressure to accept a Managed Move.

If parents agree that a Managed Move is appropriate, the head teacher is responsible for contacting the head teacher of a new school to request the move, setting out reasons why the move might work. This should generally be the next appropriate school to the pupil's home, unless there are exceptional circumstances.

It should be stressed that the protocol puts Headteachers under no pressure to accept a student when a Managed Move is not felt to be in the interests of the student, or of other students in the school. Nor can a Headteacher be put under any pressure to attempt a Managed Move unless the Headteacher feels it is in the best interests of all parties.

The new school must have reference to their school's admissions code when making a decision about whether to accept a Managed Move. Where an in-year application is made, including where it is part of a managed move, the admission authority must allocate a place in accordance with its oversubscription criteria. This means a pupil undergoing a managed move must not be admitted ahead of pupils on a waiting list, where the school is operating one, unless the child meets the school's published oversubscription criteria more closely than those already on the list

Once a new school has agreed to the move in principle, we recommend that the head teachers discuss financial arrangements prior to the formal Managed Move meeting.

(Appendix A)

5.2. Step 2- Information Gathering

Before convening the meeting, the original school will have to gather information to inform the Managed Move Meeting **(Appendix B)**. This should include:

Views of the pupil

While it is expected that that pupil should attend some if not all of the Managed Move meeting and encouraged to express views freely and honestly, it may be difficult to do this during the formal meeting. An adult who has a good rapport with the pupil should find out what they think about the current situation. It may be useful to have the parent or another adult not employed by the original school to help the pupil provide their views. **(Appendix C)**

Evidence of all previous interventions:

- Copies of MyPlan/MyPlan+
- Provision map
- Assessment of need
- Evaluation of any strategies suggested by EPS, APS, ATS

- Summary of the support from any relevant agency already supporting the pupil
- Most recent assessment and attainment data
- Relevant safeguarding information
- Risk assessments
- Behaviour log and consequences
- Exclusion data
- Attendance record and support

Where appropriate:

- KS4 – record of options

The Managed Move will only make a difference if it can provide something new or additional to current provision.

5.3. Step 3- Managed Move Meeting

We recommend that the head teachers of both schools attend the Managed Move meeting. It may help for an additional key member of staff to attend to coordinate the support for the transfer.

Practical arrangements

- The Managed Move meetings are usually held at the proposed new school.
- **The original school** is responsible for inviting parents and appropriate outside agencies giving ample advanced notice. The original school may also liaise with the new school to invite professionals from other agencies e.g. EPS, Health, YST, Social Care who may be able to work with parents, the pupil and the school to make the Managed Move work.
- Parents are a crucial part of the Managed Move process and the school should try to arrange a time when it is convenient for the parents to attend the meetings.

The proposed new school needs to:

- Book a suitable room with comfortable, level seating and a table.
- Offer parents and the pupil the opportunity to make notes during the meeting by providing pens and paper.
- Provide an information pack for the family about the school including key policies and relevant dates.
- School staff should agree with parents whether and for how long the pupil should attend the meeting.

The purpose of the Managed Move meeting is to share an understanding of:

- The reason for the move – briefly, as this will already have been discussed.
- What support that is new or additional that the proposed new school can offer.
- Create an effective integration strategy which can include commitments from both schools, parents and other agencies including targets for the pupil and commitments by both school and the parents along with any other agency represented in order to make the move successful.
- Agree date on which managed move will take place and pupil transfers solely to the new school register.
- Clearly outline practical arrangements such as uniform, travel and timetable.

Integration Strategy

DfE Guidance on reintegration strategies (**DfE Exclusion Guidance Page 18, paragraphs 30 – 34**) should be used to support the planning of the new school's integration strategy.

- Information from the original school, alongside parents and child's views, should be used to decide the most effective forms of support/provision.
- The integration strategy should include direct work to support the 'fresh start' and foster sense of belonging within the new school community. Specific and relevant support related to identified difficulties in previous school should begin immediately. Advice on appropriate strategies can be found in the DfE Exclusion guidance and DfE 'Behaviour in Schools.'
- GCC recommend that a 'trusted person' in the new school is identified to support the transition and meet regularly in the early days.
- Referrals to multi-agency organisations to identify any SEND/health needs and/or provide appropriate external support should be made immediately to support the transition. Where appropriate if any gaps identified in the initial Managed Move meeting the original school can initiate these referrals prior to commencing new school.
- The integration strategy should be communicated clearly to parents and child at the earliest opportunity and prior to starting the first day.

5.4. Step 4- Structure of the meeting-

Chair of the meeting will:

- Lead the Managed Move meeting and complete the Managed Move Initial Meeting document (**Appendix D**) on what is said as a record of the agreement between all parties.
- Circulate a typed copy of the agreement to everyone who attended.

6. Step 5- Monitoring

A member of the new school staff will normally meet the pupil regularly to review their progress towards integration into their new school. This gives the pupil the chance to identify what has gone well and how to replicate success as they continue their school journey, identify if further intervention or support is required and give the pupil an opportunity to foster a sense of belonging.

Feedback to parents praising progress made and opportunities to raise concerns should also be factored in.

7. Other considerations-

DfE Exclusions Guidance pg 25 p59

*'Once a pupil undergoes a managed move, the pupil moves permanently from the original school to the new school, and the pupil's name should be deleted from the original school's admission register and added to the admission register of the new school. Where a managed move follows a period of off-site direction, the pupil will already have been registered at the school where they are receiving education off-site; in these circumstances, the deletion from the original school's register only takes place when the move becomes permanent. **The pupil should be registered at one school only.**'*

DfE Exclusions Guidance pg 26 p65

'A pupil must not be permanently excluded because of their parent's (and/or pupil's where appropriate) refusal to agree a managed move. It is unlawful to exclude a pupil for a non-disciplinary reason. If a parent takes the view their child should move to a new school and the original school does not consider that a managed move is appropriate, it is open to the parents (and/or pupil where appropriate) to apply for a new school place by making an in-year application. The admission authority of the new school (or the local authority if it is coordinating in-year admissions), must process the application in accordance with its own in-year admission arrangements.'

8. Role of the Local Authority

Managed Moves are an agreement between two schools and as such do not require the involvement of Local Authority Representatives.

Any support from GCC teams will stay in place for the pupil as they change settings. Where an Outcome Co-Ordinator is already supporting a pupil, they can support the Managed Move process however they cannot support the Managed Move process if they have not been involved previously.

Appendix A

Financing of Managed Moved Process

A suggested model for the financing of the Managed Moved Process is as follows:

- An amount of funds is agreed, and issued by the original school to the new school for any period of off-site direction agreed as part of the Managed Move Process. To assist, an Age Weighted Pupil Unit (AWPU) figure can be provided by Education Finance (01452 328861), for all year groups, as required.
- When the Managed Move process is finalised, then the original school should forward any remaining funds received (from the date the pupil is taken off the original school roll) for the pupil for the respective academic year to the new school.
- The Local Authority is unable to arrange the transfer of funds on behalf of schools. Financial arrangements should be confirmed and conducted by schools, if appropriate, following the initial and final Managed Move Process meetings.

Appendix B

Managed Move Process			
To be completed by the original school and brought to Managed Move Process meeting			
Pupil's name:		School:	
SEND Status:	☐ EHCP ☐ SEN Support ☐ No SEN Needs	SEN Primary need:	☐ Social, Emotional & Mental Health (SEMH) ☐ Cognition & Learning (C&L) ☐ Communication & Interaction (C&I) ☐ Physical Disability & Sensory Needs (PD&S)
Graduated Pathway Plan:	Choose an option	Social Care involvement?	
Attendance (YTD):		Attendance (term):	
Suspensions (YTD):			
Please tick in one box only for each category	Overall good	Overall satisfactory	Overall poor
Attainment			
Effort			
Attitude to staff			
Attitude to peers			
Homework			
Identified needs:			
Reasons for Managed Move: Why might a move to this particular school be successful?			
Specific Strategies and interventions utilised i.e. what has been implemented within school to support and what has the impact been?	Examples of strategies could include: ☐ Academic Support in lessons ☐ Specific interventions to meet need ☐ Peer Buddying /mentoring ☐ Alternative curriculum ☐ Mentoring ☐ Time-out card/system ☐ Reduced/changed timetable ☐ Access to student support out of the classroom ☐ Assessment of special educational needs ☐ Risk Assessment		Further information:

	☐ Meeting with Parent/s ☐ Trusted adult support ☐ Out-reach support ☐ Counselling ☐ Other:	
Outside agency support utilised	Examples of agencies could include: ☐ Education Inclusion Service (EIS) ☐ The Educational Psychologist Service (EPS) ☐ The Advisory Teaching Service (ATS) ☐ Speech and Language Therapy Service (SALT) ☐ Families First Plus ☐ Youth Support Services ☐ Children and Adolescent Mental Health Services ☐ Alternative Provision School ☐ Other Alternative Provider ☐ Voluntary Sector Support Services. ☐ Other:	
(Key Stage 4) Subjects taken for GCSE and exam board:		
Alternative curriculum arrangements currently in place:		
Transport – It is the responsibility of the original school to liaise with the parent to ensure that the pupil can practicably attend the new school.		
How will the pupil get to the new school?		
Has the parent been involved in making transport arrangements for the Managed Move?		

Appendix C

My thoughts about school			
Name:		Date:	
The things I like best at school are:			
The things I am good at or interest me are:			
The things I don't like about school are:			
I think school would be better for me if:			

Appendix D

Managed Move Process Meeting			
Date of Meeting:			
Pupil's name:			
Address:			
Name of original school:			
Original school representative:			
Name of new school:			
New school representative:			
Other Attendees:			
Reason for proposed move:			
What do staff from original school know about the pupil that makes them think the Managed Move might be successful?			
What needs to happen for this Managed Move to be successful?			
The pupil will:			
The school will:			
The pupil's parent will:			
Any other agencies' commitments to the Managed Move:			
Named contact for the pupil and parent:			
Transport arrangements:			
Attendees' Signatures:			
Parent:		Pupil:	
Original school:		Other:	
New school:		Other:	