

**Protocol  
for  
Supported Transfers  
In Wigan Secondary  
Schools**

**Revised June 2015 for placements from September 2015  
(Amendment November 2015 regarding registration)**

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## Introduction

### **Vision**

Where possible, we will educate pupils within mainstream settings making adjustments as far as is possible to facilitate inclusion.

### **Purpose of this protocol**

To offer alternatives to permanent exclusions and to support a quicker and more appropriate integration into another mainstream school or alternative provision.

### **Children who are Looked After**

This process is appropriate for CLAs, but only through agreement at a CLA review where all parties present agree that a move to another school or alternative provision is in the child's best interests.

### **Pupils with a Statement/Education Health Care Plan**

As with CLA, the supported transfer process is appropriate but **only as part of a review**. All parties to the EHC Plan should agree that a move is appropriate and in the child's best interests. Support should be in place before the child moves.

### **Children entering from out of borough**

Most children will apply for a school place in the usual way and schools should admit within the normal time constraints. Where it is clear that a child is in need of additional support, the Pupil Inclusion Team will liaise with school to agree.

Applications in KS4 will not automatically mean an offer of alternative provision. Schools should adhere to their statutory obligations, hold a timely admission meeting and put the child on roll. If appropriate, the Pupil Inclusion Team can look at alternative provision to support the school placement.

### **Background**

The success of the Supported Transfer Protocol in Wigan means there have been no permanent exclusions in the secondary sector in Wigan since the 2009-10 academic year. This revision seeks to improve existing practice and recognises that early intervention and support can bring the longer-term benefits of maintaining school placements or act as an early indicator for more specialist provision.

### **Rationale**

Availability of resources in Wigan to support pupils with SEMH in the secondary sector is finite. This revised protocol seeks to provide short-term support in order to maintain appropriate mainstream placements and ensure that those children who need SEMH provision can access SEMH provision

### **Respite Placements**

Respite placements have proved to be a successful strategy to support a pupil in dealing with their behaviour. With this in mind, Headteachers have the option to consider a respite placement for any length of time ie, 2 weeks, 6 weeks, 12 weeks etc with the possibility of the move becoming permanent if all parties agree. If a parent requests for the pupil to stay at the receiving school as the transfer has gone well, then they would need to submit a mid year admission form. This is **not** a supported transfer as the pupil would not have been permanently excluded.

Schools also have the option to consider a supported transfer to a school that a pupil has previously attended on a successful respite placement (but not immediately after the respite).

### **Supported Transfers / Assessment Places**

The burden of proof for a supported transfer needs to be the equivalent to a permanent exclusion as effectively removing the pupil from the school through this method is a permanent exclusion. **Headteachers must** contact the Pupil Inclusion Team for discussion as soon as they are at the point of permanent exclusion. All the evidence regarding the student needs to be presented at the initial stage for consideration on whether a supported transfer is appropriate.

(The burden of proof should also apply at the receiving school when ending a placement and the **Headteacher** of the receiving school should also contact the Pupil Inclusion Team at this point.)

If it is felt that the pupil would not benefit from a supported transfer as their needs are too great, then, on receipt of the evidence from school, the Pupil Inclusion Team would consider referring to Three Towers Alternative Provision Academy for a period of assessment / intervention.

At this point, schools have the option to convene a discipline committee meeting in order to allow the parent and school to discuss any concerns raised and allow for closure.

If a parent refuses to accept the offer of the assessment / intervention place then the governors of the school have the power to direct the pupil off site for education in order to improve their behaviour (as per DfE document Alternative Provision – Statutory guidance for Local Authorities January 2013). This direction can only be done to alternative provision, Governing bodies cannot direct a pupil to attend a supported transfer at another school.

If the pupil is ready to return to mainstream after the agreed intervention from Three Towers then this will be processed via a mid year admission using Wigan Council's fair access panel.

In the event where a pupil is not ready to return to mainstream after the agreed intervention from Three Towers then discussions will take place as to what the appropriate course of action will be.

## **Communication**

There needs to be regular communication at all stages between both schools for any pupils on placements or transfers. This will enable additional support strategies to be included at any stage in an attempt to make the move successful.

Schools should be discussing pupil's progress weekly to enable additional / change of strategies if the pupil is struggling.

The LA will continue to challenge schools as and when appropriate and will offer advice and share good practice.

## **Paperwork**

It is essential that the donor school send the Pupil Inclusion Team copies of the appropriate paperwork to ensure that there is an accurate record of pupils that move within the protocol.

The Three Towers Alternative Provision Academy will refuse to accept any pupil where there is important information missing from the referral. This will delay the pupils transition. Schools must make every effort to ensure that this is complete.

## **Registration and the law**

Schools must comply with statutory requirements with regard to registration. If the pupil is not permitted back into the original school, appropriate fixed term exclusions must be issued until the start date with the receiving school or Three Towers Alternative Provision Academy. With this in mind, schools should cooperate fully to ensure admission arrangements are timely to minimise number of days excluded for the student, the donor school and the local authority.

The donor school record as main single registration. Following the daily phone call, the donor school should mark the student as a B if the student is attending; or use the appropriate absence mark if they are not in school. The receiving school would record the student as a guest. Schools should ensure that they have timely arrangements in place to follow up unexplained and unexpected absence (as per DfE document School attendance October 2014).

In cases of supported transfers for a serious one off offence then the donor school is responsible for agreeing the on roll / off roll arrangement with the receiving school. You should obtain this agreement in writing. If this does not happen then the LA will require the donor school to keep / put the pupil back on their roll. This will be discussed with Pupil Inclusion Team in the initial telephone conversation.

Current resources consist of one Alternative Provision Academy – Three Towers

Access to the places will depend on the capacity available within the key stage at the time of the request.

Please note – Schools will have a **notional** TWO places in KS3 and a **notional** FOUR places in KS4 alternative provision.

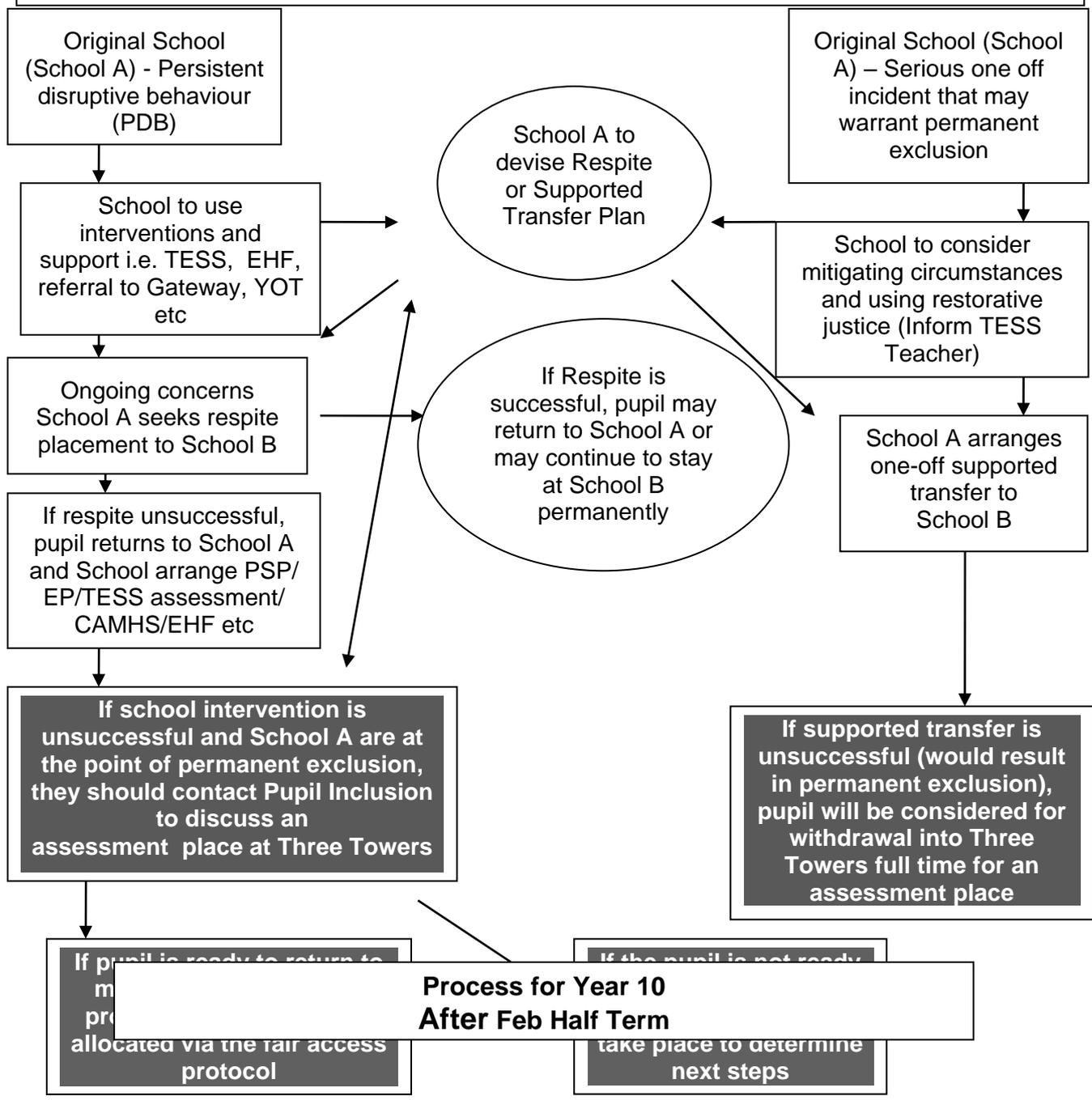
This is **not** an allocation because numbers are finite but it is a limiting number.

Any school exceeding the notional allowance will be subject to a charge of £4000 plus the AWPU (pro rata). This amount is in line with the money to follow pupils regulations.

For all pupils referred to the alternative provision academy, the academy will also claim any Pupil Premium (pro-rata) for the child.

# Supported transfer process for children up to Y10

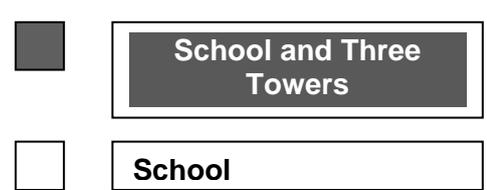
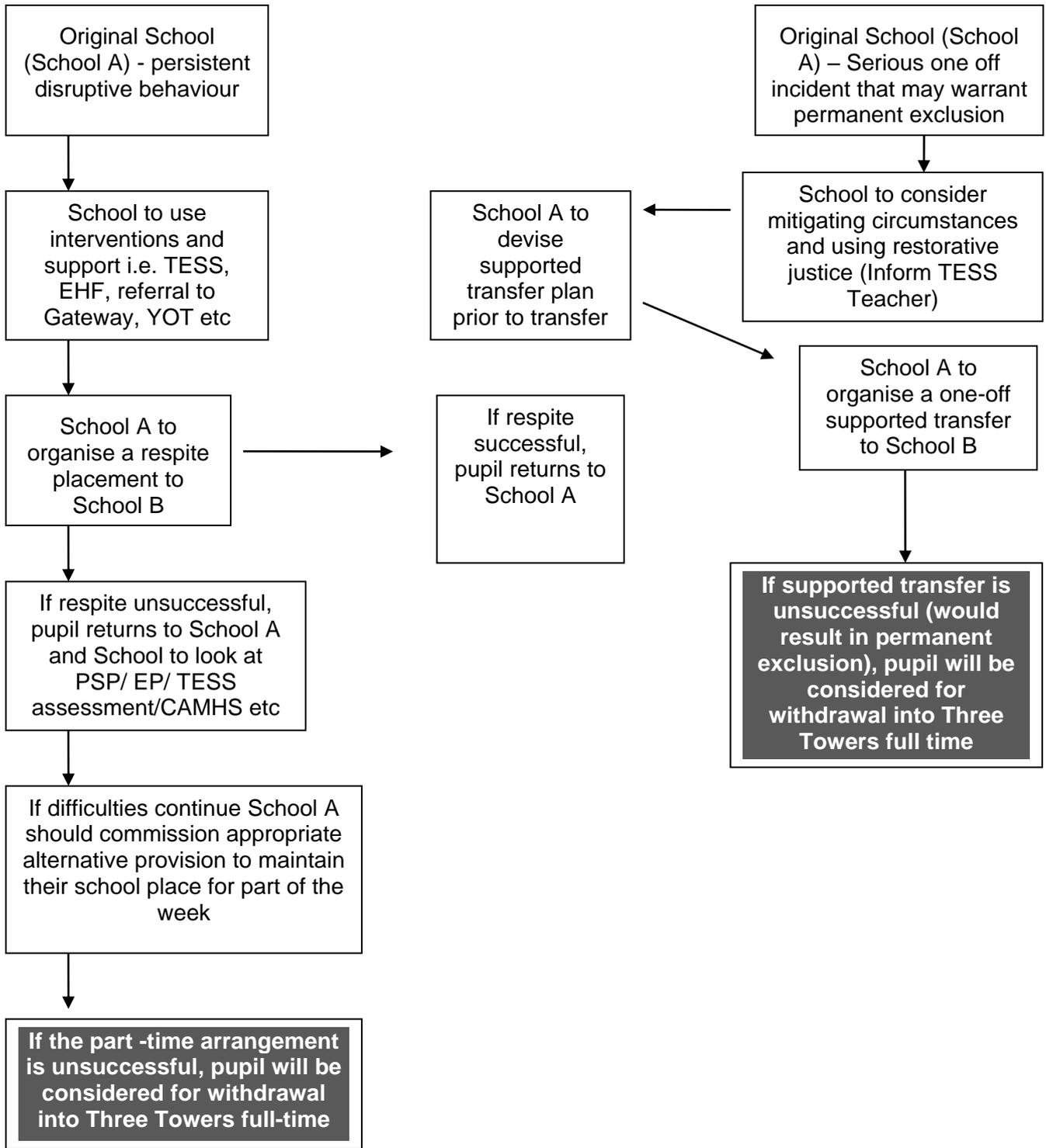
Please see additional information for Children in Care and Children with Statements



**Assessment place**

- The pupil will be placed on roll at Three Towers and EP time will be taken from school A. The place will be reviewed after 6 weeks.
- Assessment place will be used to determine likely outcome for pupil; intervention in PRU with return to mainstream, further access to alternative provision, or specialist provision.
- Agreement for a child looked after or child with an EH plan to move schools must be sought at the appropriate review.
- Schools should use their discretion and consider parents and pupils views when considering whether a supported transfer to another school / alternative provision and that it is the most appropriate placement for a child





**Form 1**  
**Parental Agreement to a Respite Placement**

**Name of Pupil:** ..... **Year Group:**.....

Your child's behaviour is a cause for concern. School have agreed a Respite Plan and have engaged support from other services such as Targeted Education Support Services, Gateway, Restorative Solutions, etc to work with you (if appropriate) and your child to try to improve that behaviour. As part of that plan, agreement has been reached with another school for your child to have a respite placement with them.

A respite placement is an agreed move for a temporary period, usually for a maximum of six weeks. At the end of the placement, the pupil will **always** return to the donor school.

I understand that my child's behaviour is a cause for concern and agree to my child accessing a respite placement at another mainstream school

**Signature of Parent / Carer:** .....

**Please print Name**.....

**Contact Telephone Number**.....

**Date:** .....

**Donor school**..... **DfE No.**.....

**Receiving school**..... **DfE No.**.....

**Start date** ..... **Start Time**.....

**Parents Named Contact in receiving School**.....

**Telephone Number of receiving School**.....

**Donor School** - To ensure this placement is **formally acknowledged** as a respite placement, please fax a copy of this from to the Pupil Inclusion Team **on 01942 486060**. **Please include** a copy of the Respite Plan.

For the duration of the placement, the pupil should remain on the roll at the donor school and register as a guest with the receiving school. The donor school can mark the pupil as a B (Off-site educational activity) if they are present at the receiving school and use the appropriate absence mark if they are not attending. It is the responsibility of the donor school to ensure that they check attendance on a daily basis. Schools should ensure that they have timely arrangements in place to follow up unexplained and unexpected absence (as per DfE document School attendance October 2014).

**Form 2**

**Parental Agreement to Supported Transfer to Another School or Alternative Provision**

**Name of Pupil:** ..... **Year Group**.....

Wigan Head Teachers and Wigan Council believe that a successful mainstream placement offers the best opportunities for the future life chances of our young people. We have agreed a protocol to avoid permanent exclusion (wherever possible) and to facilitate the smooth transition from one mainstream placement to another or to alternative provision.

If your child's behaviour continues to be a cause for concern and a disruption for other pupils, school will negotiate a move to another school.

I am aware that my child is at risk of permanent exclusion from his/her current school.

School, please tick the appropriate box

This is because of your child's persistent disruptive behaviour

**or**  
This is because of a serious one-off offence

If the Supported Transfer is the result of a **serious one-off** offence, your child **may go on roll** with the receiving school from the start date.

**I agree** to my child accessing a supported transfer to another mainstream school under the Supported Transfer Protocol.

**I understand** that, regardless of the outcome of the placement, my child will **not** return to their current school.

My child's current school has devised a Supported Transfer Plan that includes a move to another school **and**, if appropriate, some support from **Three Towers Alternative Provision Academy if appropriate**. This will be reviewed.

If the Supported Transfer is because of your child's persistent disruptive behaviour, school will negotiate an assessment place at Three Towers Alternative Provision Academy. If after a period of assessment, your child is ready to go back to mainstream school then you will be required to complete an application form and state your preferred schools. This will be processed by the Local Authority and a decision made on where a place can be offered.

If the Supported Transfer is not successful, it may be necessary to withdraw your child into Three Towers Alternative Provision Academy on a full-time basis to assess them for future provision.

**Signature of Parent / Carer:** .....

**Please print Name**.....

**Contact Telephone Number**.....

**Form 2a**  
**School Agreement to Supported Transfer / Referral to Three Towers Alternative Provision Academy**

Name of Pupil: ..... Year Group: .....

Please indicate whether this is the first or second supported transfer **First / Second**

Is this supported transfer is the result of a serious one-off incident? **Yes / No**

Are there any criminal proceedings resulting from the incident **Yes / No**

Donor School: .....DfE No .....

Receiving School: .....DfE No .....

Start Date: .....

**Reason for Supported Transfer:**

<b>Reason</b>	<b>Brief Detail</b>
Bullying	
Drug and Alcohol Related	
Persistent Disruptive Behaviour	
Damage	
Physical Assault against Adult	
Physical Assault against Pupil	
Sexual Misconduct	
Theft	
Verbal Abuse / Threat Adult	
Verbal Abuse / Threat Pupil	
Other, please specify a reason:	

**Did the incident involve a weapon?** **Yes / No**

If so, please provide details of the weapon and the incident.

**Referrals to other agencies/services?** **Yes / No**

Name and Contact:

**Has Restorative Justice taken place?** **Yes / No**

Registration Status Donor School: .....

Off roll date.....

Registration Status Receiving School:.....

On roll date.....

**Form 2b**  
**Pupil information to be provided by the Donor School**  
**and shared with the Receiving School**

**General Information**

Name of Pupil		DOB	Year Group
Current School including DfE number		Receiving School including DfE number	
Is the child <b>looked after</b> ?			Yes/No
If so, to which Local Authority Name and Contact Details of Social Worker			
Date of CLA Review to agree the change of placement			
Is the Pupil on the <b>Child Protection</b> Register?			Yes/No
1	Pupil has had a previous supported transfer	Yes/No	
2	Pupil is returning to school after a permanent exclusion	Yes/No	
3	Number of exclusion days in the current academic year	days	
4	Pupil has a current Pastoral Support Programme or one that was active within the previous 6 months	Yes/No	
5	Pupil is in receipt of active one to one direct work that has been ongoing for at least 6 weeks from the Targeted Education Support Service	Yes/No	
6	Pupil has had provision in a Pupil Referral Unit or as part of a custodial arrangement in the previous 9 months	Yes/No	
7	Pupil is on SEN Code of Practice or Education Health Plan If so, please state <b>current stage</b> and <b>code</b> , i.e. MLD, SEMH, etc	Yes/No	
8	Pupil has seen an <b>Educational Psychologist</b> or has an appointment to see an EP - If so, please include the <b>name</b> of the EP and the <b>date</b> here	Yes/No	
9	Pupil's <b>attendance</b> is a concern - If yes, Date of Gateway Referral Named Contact in Gateway <b>All</b> - Please <b>include</b> the percentage attendance this year	Yes/No  %	
10	Pupil has had 3 or more changes of school in the last 3 academic years (not counting phase change)	Yes/No	
11	Pupil is transferring from an SMEH Special School If so, Name of School	Yes/No	
12	Pupil is a traveller	Yes/No	
13	Pupil is an asylum seeker	Yes/No	
14.	Pupil requires support from EMAS Team	Yes/No	

Continued...

**Form 2b Pupil Information continued...1**

**Pastoral Matters**

Family	Name	Relationship	Living at Home?	Siblings' School

Please include details of any relevant family circumstances

**Professional Involvement**

Services	i.e. CAMHS, YOT, EP, Social Care, Gateway, Family Support, VST	Named Contact	Date of Referral/Involvement	Please Tick if ongoing

Please include any relevant information

**Learning**

NC Levels, Set or Grouping	
Strengths and Weaknesses	
Latest Assessed Grades, SATs, Fisher Family, Value Added etc.	
Any Learning Difficulties	
Strategies attempted to meet needs	
Strategies that have been successful	

Please include any relevant information

**Practical Matters**

Uniform	
Transport	
Start time, lunchtime, end time	
Any special arrangements for first day	
Any particular concerns for parent	
Any particular concerns for pupil	

**Form 2b Pupil Information continued...2**

Continued...

**Behaviour**

<b>Current stage of PSP – please supply a copy</b>	
<b>Interaction with:</b>	
<b>Staff</b>	
<b>Peers</b>	
<b>Any known risks</b>	To Self
<b>Please supply a copy of any risk assessments</b>	To Staff
	To Others
<b>Strategies that have been attempted</b>	
<b>Strategies that have been successful</b>	
<b>Please include any relevant information</b>	

**Date of Review Meeting** .....

<b>Data Protection Act</b>	<i>This information falls within the Data Protection Act. The information supplied will be held on computer for the purposes of Education and training administration and will be used solely for this purpose and disclosed when necessary to the Local Authority, other schools, panels, school inspectors etc. The information provided on this form and any other information provided subsequently whether by meeting, phone, fax or mail might also be used for this purpose.</i>
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**Form Completed by** .....**Print**

**Designation**.....

**Signature**.....**Date**.....

**Information and documents received by**.....**Print**

**Designation**.....

**Signature**.....

**Form 2c**  
**The Transfer Bundle**  
**Pupil documentation to be supplied by the Donor School**

The following should be printed off from the school SIMS system (**please tick**) when printed and included in the **bundle of documents** for the receiving school and Three Towers Alternative Provision Academy.

**Please Tick**

	Donor School	Receiving School
<b>Supported Transfer Plan</b>		
Pastoral Support Plan		
Individual Education Plan		
<b>Special Educational Needs / High Needs Pupils – documents x 3</b>		
Statement/Education Health Care Plan		
Latest Review		
EP Report		
<b>Key Stage 4</b>		
Options information i.e. GCSE, NVQ, VGCE, modular, assessed grades, coursework		
<b>Looked After</b>		
Latest Review and PEP		

**Please also provide the following to include with the Transfer bundle**

**Please Tick**

	Donor School	Receiving School
Pupil Details Sheet – (including address and contact numbers for both parents /guardians)		
Curriculum Base Data		
Assessment Base Data/ Academic information, including KS2 SATs results		
Current Timetable		
Fischer Family Trust Chances chart		
Attendance Summary Sheet – with details of any warning notices or action taken and Gateway contact		
Exclusions Data		
Conduct Log/Record		

**Transfer Bundle**

Prepared by ..... Print Name.....

Received by .....Print Name.....

Received for Phoenix Centre by .....Print Name.....

**You must obtain a signature from the receiving school for paper documentation to maintain the integrity and confidentiality of the pupil's information and comply with the Data Protection Act.**

**Form 2d**  
**Registration of a Pupil on a Respite or a Supported Transfer**

**Pupil Name:** ..... **Year**.....

Please closely monitor attendance while a Respite Placement or a Supported Transfer is underway. This will **safeguard** the young person's provision and ensure their health and safety whilst at school.

**All staff** teaching the young person should be aware of their presence in school.

**The Person responsible** for Supported Transfer in **donor school** is

.....  
.....

**The Person responsible** for Supported Transfer in **receiving school** is

.....  
.....

**Arrangements** for registration to be as follows:

The donor school record as main single registration. Following the daily phone call, the donor school should mark the student as a B if the student is attending; or use the appropriate absence mark if they are not in school. The receiving school would record the student as a guest. Please update the pupil's attendance on a daily basis. If a child is absent, the donor school is responsible for investigating the absence as soon as possible and, if necessary, Gateway involvement sought at an early stage.

NB - Schools would need to have appropriate systems in place to identify those registered as guest pupils (as they will not appear on registers).

**Form 3**  
**Confirmation of Successful Supported Transfer**

**Receiving School:** Please complete and return when pupil is on roll to allow transfer of remaining AWPU

Pupil Name .....

Current Address.....

..... Post Code.....

DOB .....

Year Group.....

Donor School.....DFE No.....

Receiving School .....DFE No.....

Placement Dates ..... to.....

**Date registered as main single registration at receiving school**

.....

**Please return the completed form to the Pupil Inclusion Team at 3<sup>rd</sup> Floor Waterside House,  
Waterside Drive, Wigan, WN3 5AZ so that we can forward it to the Finance Department**

:  
**Or you can fax it to us on 01942 486060**