

Redbridge Fair Access Protocol

2025-2026

Index

Section	Content
Section One	Introduction 1.1 The Redbridge Fair Access Protocol 1.2 Key points
Section Two	The Redbridge Context and the Fair Access protocol 2.1 Admission criteria and arrangements made within Redbridge to admit over number. 2.2 Over allocation policy 2.3 Pupils with Special Educational Needs and Placement 2.4 Children Looked After & Placement 2.5 Hard to place /vulnerable groups and placement
Section Three	Principles- how the fair access protocol operates in relation to hard to place or vulnerable groups
Section Four	The role of the School Admissions Service
Section Five	The role of the Behaviour and inclusion Team
Section Six	Monitoring
Appendices	1. Terms of reference Redbridge Inclusion Panel 2. Managed Move Protocol

Section One

Introduction

1.1 The Redbridge Fair Access Protocol

- a. This protocol aims to ensure an equitable distribution and prompt means of allocating school places for pupils who have been permanently excluded, are transferring school as a result of successful direction off-site, a managed move or belong to the exceptional 'hard to place' and vulnerable group of pupils.

1.2 Key points

1. The policy takes into account the School Admissions Code 2021 that came into force in September 2021 and requires all Local Authorities to develop an in-year Fair Access Protocol agreed with the majority of schools in its area to ensure that outside of the normal admissions round, unplaced and vulnerable children, and those who are having difficulty in securing a school place in-year, are offered a place at the most suitable provision as quickly as possible.
2. In agreeing the protocol, the local authority must ensure that no school, including those with available places, is asked to take a disproportionate number of children who have been permanently excluded from other schools, who display challenging behaviour, or who are placed via the Protocol. To this end, in the London Borough of Redbridge, a record of all such admissions generates weighting, allocated by the local authority. This is used to equally and fairly distribute these pupils amongst schools
3. All schools, including own admission authority schools, must participate in their local area's protocol.
4. The Fair Access Protocol applies to admissions which take place outside the normal admissions round and is triggered when a parent of an eligible child has not secured a place under in-year admission procedures.
5. Fair Access Protocols should seek to place a child in a school that is appropriate to any particular needs they may have. The Fair Access Protocol must not require a school automatically to admit a child via the Fair Access Protocol, in place of a child permanently excluded from the school.
6. In accordance with the School Admissions Code paragraph 3.19 there is no duty to comply with parental preference when allocating places through the Fair Access Protocol, but parents' views should be taken into account.
7. The Protocol must be consulted upon and developed in partnership with all schools in its area. Once the Protocol has been agreed by the majority of schools in

Redbridge, all admission authorities must participate in it. Participation includes making available a representative who is authorised to participate in discussions, make decisions on placing children via the Protocol, and admitting pupils when asked to do so in accordance with the Protocol, even when the school is full. Redbridge must provide admission authorities with reasonable notice and information as to how and when discussions around the placement of children via the Protocol will take place.

8. In accordance with the School Admissions Code paragraph 3.10, Where an admission authority receives an in-year application for a year group that is not the normal point of entry and it does not wish to admit the child because it has good reason to believe that the child may display challenging behaviour, it may refuse admission and refer the child to the Fair Access Protocol.
 - a. An admission authority should only rely on the provision in paragraph 3.10 if it has a particularly high proportion of either children with challenging behaviour or previously permanently excluded pupils on roll compared to other local schools and it considers that admitting another child with challenging behaviour would prejudice the provision of efficient education or the efficient use of resources. In such circumstances, they need to write to the Operational Director, Education and Inclusion or a senior Local Authority Officer outlining the reasons with their case within seven calendar days of receiving the request to admit through the School Admissions Module (SAM). The provision in paragraph 3.10 cannot be used to refuse admission to looked after children, previously looked after children; and children who have Education, Health and Care Plans (EHCP) naming the school in question.
 - b. Admission authorities must not refuse to admit a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for Special Educational Needs and Disabilities (SEND)
 - c. A community school cannot refuse to admit a pupil offered a place by its admission authority, the Local Authority. The weighting systems will avoid these schools taking more than their fair share of fair access placements.
 - d. The Fair Access Protocol applies to all pupils resident in the London Borough of Redbridge. Pupils resident in other boroughs will be covered by their home Local Authority protocols.
 - e. In the event that the majority of schools in Redbridge can no longer support the principles and approach of the local Fair Access Protocol, they should initiate a review with the local authority. The existing Fair Access Protocol

will remain binding on all schools in the local area until the point at which a new one is adopted.

Section Two

The Redbridge Context and the Fair Access Protocol

Redbridge schools are successful and popular.

The majority of schools are full in many year groups and there is a constant pressure for school places across the borough.

There is considerable mobility in the population and the LA and schools were under increasing pressure to respond to the demands for increased places.

Redbridge addressed this pressure by increasing capacity through a number of initiatives including the opening of new temporary classes in existing primary and secondary schools, permanent expansions of existing schools, the addition of new schools, and the extension of the age range of two secondary schools to include primary aged pupils.

2.1 Admission criteria and arrangements made within Redbridge to admit over number

Usually, all children must be admitted in accordance with the agreed oversubscription criteria for the school for which they are being considered.

In the case of community schools, Redbridge is the admission authority and determines the oversubscription criteria.

For own admission authority schools, it is the governing body or trust that is responsible for determining the oversubscription criteria.

When an application is received, if a vacancy is available, the child can only be refused admission in a limited number of exceptional circumstances (School Admissions Code paragraphs 3.8 and 3.10):

3.8 Where a child has been permanently excluded from two or more schools there is no need for an admission authority to comply with parental preference for a period of two years from the last exclusion. The twice excluded rule does not apply to the following children:

- a) children who were below compulsory school age at the time of the permanent exclusion;*
- b) children who have been reinstated following a permanent exclusion (or would have been reinstated had it been practicable to do so);*
- c) children whose permanent exclusion has been considered by a review panel, and the review panel has decided to quash a decision not to reinstate them following the exclusion; and*
- d) children with Education, Health and Care Plans naming the school.*

3.10 Where an admission authority receives an in-year application for a year group that is not the normal point of entry and it does not wish to admit the child because it has good reason to believe that the child may display challenging behaviour, it may refuse admission and refer the child to the Fair Access Protocol.

If a school is full to its agreed admission number in the relevant year group and there are places in other schools, admission will be refused and a child's name can be added to the waiting list and, as vacancies arise, places will be allocated from these lists in accordance with the oversubscription criteria.

Eligibility for the Fair Access Protocol does not limit a parent's right to make an in-year application to any school for their child. Admission authorities must process these applications in accordance with their usual in-year admission procedures (as set out in paragraphs 2.23-2.31). They must not refuse to admit such children on the basis that they may be eligible to be placed via the Fair Access Protocol. The parent will continue to have the right of appeal for any place they have been refused, even if the child has been offered a school place via the Fair Access Protocol.

These children will be considered under the Over-allocation policy which is part of the Fair Access Protocol.

2.2 Over-allocation policy

To ensure every child's educational needs are met, an over-allocation policy is agreed that allocates the child to the nearest, least oversubscribed as follows:

Primary Schools

For in-year admissions, where no school place is available at a suitable maintained school within a reasonable travelling distance of a child's home, a place will be offered at the school which is least oversubscribed, taking the usual class size as 30 pupils. If there is more than one such school, a place will be offered at the nearest school to the child's home.

The following notes apply:

- i. A school is full in the appropriate age group, if the number of pupils is equal to or greater than the admission number for that age group, as determined by the authority.
- ii. For these purposes a place is available to a child if the child is a registered pupil at a school and is entitled to remain on the school register; or if the child has been offered a place at a school and that offer has not been withdrawn; or if the child would be offered a place at that school if the parents sought such a place.

- iii. 'Reasonable travelling distance' means:

Distance (Note: All distances by the safest walking route)	How journey can be reasonably achieved
Up to 2 miles if below the age of 8	By walking
Up to 3 miles if aged over 8 and under 11	By walking
Over 2 miles and up to 5 miles if below the age of 8	By 1 or 2 bus/tube/rail journeys
Over 3 miles and up to 5 miles if aged over 8 and under 11	By 1 or 2 bus/tube/rail journeys

- iv. Where possible, consideration will be given to placing siblings at the same school or a school near where their sibling has been placed or over-allocate them to the same school.

Secondary Schools

Where no school place is available at a suitable maintained school within a reasonable travelling distance of the child's home, a place will be offered at the school that is least oversubscribed. The oversubscription will take account of the percentage by which each original admission number is exceeded. If there is more than one such school, a place will be offered at the nearest school to the child's home.

The following notes apply:

- i. A school is full in the appropriate age group, if the number of pupils is equal to or greater than the admission number for that age group, as determined by the authority.
- ii. For these purposes a place is available to a child if the child is a registered pupil at a school and is entitled to remain on the school register; or if the child has been offered a place at a school and that offer has not been withdrawn; or if the child would be offered a place at that school if the parents sought such a place.
- iii. 'Reasonable travelling distance' means:

Distance (Note: All distances by the safest walking route)	How journey can be reasonably achieved
Up to 3 miles	By walking
Over 3 miles and up to 6 miles	By 1 or 2 bus/tube/rail journeys
Over 2 miles and up to 15 miles and is the nearest school preferred on the grounds of religion or belief	By 1 or 2 bus/tube/BR journeys

- iv. Where possible, consideration will be given to placing siblings at the same school or a school near where their sibling has been placed or over-allocate them to the same school.

Through this over-allocation policy the majority of in-year applicants are allocated a secondary school place. Requests to admit will be made through allocation on SAM. If a child is not admitted by an own admission authority school, admission will be directed.

Year 11 Pupils

Context

When a student arrives in The London Borough of Redbridge and requests a place in Year 11, the initial decision will be whether they should be admitted to the Year 11 English for Speakers of Other Languages (ESOL) Provision, Alternative Provision or into a mainstream secondary school.

Where a student is not admitted to the Year 11 ESOL provision and it is in their best interests to access mainstream secondary, the nature of admitting a Year 11 student will require a revised approach to determining where to offer which best matches their previous experiences to maximise opportunities for successful accreditation.

Criteria

In the main we will look to admit a Year 11 pupil into mainstream education where:

- They have been educated in the UK previously and/or
- They have had access to a UK aligned curriculum and/or
- Their move is linked to parent/carers reassignment as service personnel and/or
- Their move is linked to parent/carers reassignment as diplomatic service personnel

In other circumstances, LBR will consider a possible admission to Year 11 ESOL provision or Alternative Provision on a case-by-case basis which may include:

- A child returning to statutory education from Elective Home Education
- There is a request to change of education placement but not from a child changing residential address
- The child is released from a period of detention/custody
- They are being placed in Redbridge as a 'Looked After Child'

Process

If a Year 11 admission application is received and it is determined they DO NOT meet the criteria for the Year 11 ESOL Provision, the application will be considered by a pre-admission panel within the Local Authority.

The pre-admission panel will be made up of the Director of Education, the Head of Behaviour and Inclusion and the Head of Education Welfare

The pre-admission panel will consider the available information and confirm whether a mainstream place should be explored.

If the pre-admission panel determine that a mainstream place is not suitable, then the Head of Behaviour and Inclusion will progress accessing suitable education for the student in conjunction with Connexions.

If the pre-admission panel determine that a mainstream place should be explored, then the Head of Education Welfare will gather further information on issues such as:

- Subjects and exam board programmes studied at previous school
- Content coverage within programmes of study in each subject at previous school (e.g. texts studied in English, single/double science etc)
- Expected grades in each subject
- Mainstream schools which access same exam board programmes as student has studied previously (this would involve initial contact between the Head of Education Welfare and individual schools)
- Options for changing/reducing number of GCSE's studied if time is needed for catch up provision in some subjects
- The Head of Education Welfare will report back to the pre-admission panel with a view to determining

- (a) If the students' needs are best met at mainstream school
- (b) What the best 'fit' is between the student and the curriculum content/subject offers across the mainstream sector
- (c) If the best 'fit' has spaces in Year 11
- (d) If the best 'fit' or best alternatives do not have spaces in Year 11

If the pre-admission panel determines that mainstream would not be in the student's best interests, then the Head of Behaviour and Inclusion will progress accessing suitable education for the student in conjunction with Connexions.

In the case of the pre-admission panel concluding that the student could be admitted to a mainstream school which has a Year 11 place (ie (c) from above) then this would be brokered by the Head of Education Welfare in liaison with the school concerned

In the case of the pre-admission panel concluding that the student could be admitted to a mainstream school which has a Year 11 place (ie (d) from above) then this would be brokered through Fair Access into Redbridge Inclusion Panel by the Head of Education Welfare.

2.3 Pupils with Special Educational Needs and Placement

Pupils with SEND but without statements/EHCPs must be treated in at least the same way as all other applicants, but protocols must include arrangements for ensuring that, where there is prior need for particular support or for reasonable adjustments to be made for pupils with special educational needs or disabilities, such pupils are placed quickly. Pupils with statements of special educational needs/EHCPs that name a school and who arrive outside the normal admission round must be admitted to the school, even if the school is full.

2.4 Children Looked After and Previously Looked After and Placement

2.5 Where a local authority requests an admission authority to admit a child in care, or previously in care, the governing body should admit the child to the school at any specified time during the year, if there are places available. If necessary, the local authority will direct admission and the governing body must admit unless the Schools Adjudicator or, in the case of Academies the Secretary of State, upholds an appeal from the admission authority within the statutory deadline.

2.6 Hard to Place/Vulnerable groups and Placement through the Redbridge Inclusion Panel

Some children have additional personal circumstances that would cause them to be classified as “vulnerable” or hard to place. Information on these circumstances is rarely provided to the School Admissions Service and they are normally placed in schools under the standard admission arrangements.

These applicants will continue to be considered through the over-allocation policy but information on the numbers thus allocated to participating schools will be considered as a factor in the weighting system, which is maintained by the Redbridge Inclusion Panel. The point of the weighting system is to share more vulnerable pupils amongst all schools.

In some instances, those schools allocated higher numbers of over-allocation policy children are those already experiencing higher mobility and the ensuing pressures will be recognised by the Redbridge Inclusion Panel in the placement of young people out of EOTAS via weighting allocation. The mechanism for the placing of pupils who are not ready for mainstream schooling is the Redbridge Inclusion Panel, which places pupils in alternative provision when appropriate.

Fair Access Protocols may only be used to place the following groups of vulnerable and/or hard to place children, where they are having difficulty in securing a school place in-year, and it can be demonstrated that reasonable measures have been taken to secure a place through the usual in-year admission procedures:

1. Children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the Protocol;
2. Children living in a refuge or in other Relevant Accommodation at the point of being referred to the Protocol;
3. Children from the criminal justice system;
4. Children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education;
5. Children with special educational needs (but without an Education, Health and Care plan), disabilities or medical conditions;
6. Children who are carers;
7. Children who are homeless;
8. Children in formal kinship care arrangements;

9. Children of, or who are, Gypsies, Roma, Travellers, refugees, and asylum seekers;
10. Children who have been refused a school place on the grounds of their challenging behaviour and referred to the Protocol in accordance with paragraph 3.10 of this Code;
11. Children for whom a place has not been sought due to exceptional circumstances
12. Children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted; and
13. Previously looked after children for whom the local authority has been unable to promptly secure a school place.

Section Three

Principles - how the Fair Access Protocol operates in relation to hard to place or vulnerable groups

All schools must participate in the Fair Access Protocol in order to play their role in the equal distribution of vulnerable children. Any new admission authorities will be expected to play a full part in the partnership.

The Protocol will be managed in an open and fair way. To this end, data about exclusions, managed moves between schools and the over-allocation policy will be shared with all schools on a monthly basis at the Redbridge Inclusion Panel and included in a weighting chart.

In accordance with paragraph 3.16 of the School Admissions Code: No school - including those with places available – should be asked to take a disproportionate number of children who have been permanently excluded from other schools, who display challenging behaviour, or who are placed via the Protocol. Fair Access Protocols must also set out how the needs of children who have been permanently excluded, and children for whom mainstream education is not yet possible, will be met.

Where it has been agreed that a child will be considered under the Fair Access Protocol, a school place must be allocated for that child within 20 school days. Once they have been allocated a school place via the Fair Access Protocol, arrangements should be made for the child to start at the school as soon as possible.

The Head teacher, and governors of schools which are their own admission authorities, are asked to agree a procedure where the Head teacher, in consultation with the Chair of Governors, is empowered to make immediate decisions about a placement under the Fair Access Protocol.

In situations where a Fair Access Protocol placement cannot be agreed with a governing body, Redbridge will follow the guidance on powers of direction in the School Admissions Code paragraphs paragraphs 3.26 to 3.28.

Section Four

What does the School Admission Service do in relation to the Fair Access Protocol?

1. Allocates in-year admissions using the over-allocation policy.
2. If the governing body of a school does not wish to admit a pupil due to behaviour issues, they need to provide a written case setting out their reasons and the number of challenging pupils in the year group for this to be assessed and potentially agreed by the Senior Management of Children's Services. The School Admissions Service will alert the Behaviour and Inclusion Team if a school's case has been agreed not to admit a vulnerable, hard to place pupil.
3. Provides data about over-allocation and pupil places in schools one week before each Redbridge Inclusion Panel meeting to the Behaviour and Inclusion team and to schools at the Redbridge Inclusion Panel meeting. This data is used so that accurate weighting can be allocated to each school on a monthly basis.

Section Five

What does the Behaviour and Inclusion Team do in relation to the Fair Access Protocol?

1. Ensures via the Redbridge Inclusion Panel that mainstream places are secured for all pupils on the hard to place/vulnerable list if there has been difficulty in placing these pupils in school via in-year admission procedures. This will involve working with the school to avoid the school being directed by the Local Authority or the Secretary of State (in the case of an academy).
2. Administers and runs the Redbridge Inclusion Panel (see Terms of reference in Appendix A) and carries out all related work.
3. Maintains and regularly updates the weighted list and ensures that hard to place and vulnerable pupils are equally and fairly shared by schools. It also distributes the updated list to schools on a monthly basis at Panel meeting.

Section Six

Monitoring

The Authority must provide an assessment of the operation of the Fair Access Protocol; its effectiveness; how well it worked and the numbers of children admitted to each school, in its annual report to the Schools Adjudicator.

The use of the Fair Access Protocol will be monitored termly and data will be provided to all Head teachers.

Appendix 1

Redbridge Inclusion Panel Terms of Reference

The role of the Redbridge Inclusion Panel

All referrals of pupils into EOTAS provision and those pupils on the hard to place/vulnerable list are made via the multi-agency Redbridge Inclusion Panel, which is run by the local authority. The meeting is chaired and vice chaired by two school representatives who are elected on an annual basis. The Head of Behaviour and Inclusion for the LA provides advice and administrative support to the Chair.

The panel will:

- Ensure a single point of entry for pupils into an EOTAS placement. Consequently, no pupil will be placed into any part of the EOTAS provision without first being referred to the Redbridge Inclusion Panel.
- Consider and identify the placement of pupils in EOTAS provision and give consideration to the following: the appropriateness of the referral, the anticipated timescale for the provision, the funding arrangement and multi-agency support required.
- Agree managed moves between schools
- Ensure that mainstream school places are secured in schools for hard to place pupils in EOTAS, who are resident in the London Borough of Redbridge and to administer the requirements of the Fair Access Protocol in relation to these pupils.
- Monitor the placement and reintegration of all pupils into mainstream schools through the use of managed moves between schools and supported managed moves between schools.
- Have an overview of case histories of pupils in EOTAS, the nature of and reasons for the allocated provision, the timeline of the programmes and their effectiveness in terms of the academic achievement and personal development of these pupils.
- Monitor funding arrangements
- Share data

Time scale

In accordance with paragraph 3.21 of the School Admissions Code: Where it has been agreed that a child will be considered under the Fair Access Protocol, a school place must be allocated for that child within 20 school days. Once they have been allocated a school place via the Fair Access Protocol, arrangements should be made for the child to start at the school as soon as possible.

Funding

Funding will be in accordance with the "Protocol for the Recovery of the Funding from Schools that Permanently Exclude and Charging Schools for Other Pupil Referral Placements" agreed by the Redbridge Schools' Forum 07 February 2012 which is available on the Redbridge website at www.redbridge.gov.uk following the links under Schools Forum

Membership of the Panel

The panel consists of:

Chair: School Headteacher or representative

Deputy chair: School Headteacher or representative

Administrator: Head of Behaviour and Inclusion

Executive Head Teacher of New Rush Hall School

Head of Redbridge Alternative Provision

Head of the Constance Bridgeman Centre

Head teachers or senior staff with delegated powers from all secondary schools in the London Borough of Redbridge

Admissions Service Manager/Assistant Team Manager

Senior Team Manager – Special Educational Needs

Head of Virtual School for Looked After Children

Education Psychologist – EOTAS

Education Welfare Service Operational Manager

Vulnerable Children's Officer

Service Manager Families Together

Youth Offending Service, Advanced YOS Worker

Specialist Practitioner (School Health)

Police representative LBR, EA BCU Schools Team

The panel will meet 11 times per calendar year during term time for all referrals and other business. In addition, the panel may meet for up to a further 11 times per calendar year if hard to place/vulnerable referrals are received. Dates for the main and supporting meetings will be set one year in advance.

The agenda and supporting papers will be securely sent out to all members electronically at least three working days ahead of the panel date.

The panel aims to achieve a consensus when making recommendations with the Chair reserving the right to make a final decision where a consensus is not reached.

Evaluation

- The success of managed moves and supported managed moves.
- Exclusion rates – in particular the exclusion of vulnerable groups.
- Numbers of pupils reintegrating into mainstream.
- Educational attainment and other outcomes for pupils both in EOTAS provision and following reintegration.
- Attendance at EOTAS provisions.

Protocol and Guide for Off-site Direction and Managed Moves 2025

Review July 2026

Contents

Introduction	3
Overview	3
Terminology	3
Rationale	3
Off-site direction	3
Managed move	4
SEN	4
Arranging an Off-site direction or Managed Move	5
Monitoring Off-site direction placements	6
Review Meetings	6
Emergency Interim Review Meeting	7
Suspensions	7
Reintegration	7
Attendance Codes	8
Finance	8
The Role of the Local Authority	8
Appendix 1 Managed Move Target Tracking Document	9
Appendix 2 Emergency Interim Review Target Tracking Document	10

Introduction

The DfE publication '***Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*** *Guidance for maintained schools, academies, and pupil referral units in England August 2024* outlines the legislation for use of off-site direction and managed moves.

The document has been produced for maintained schools and academies in London Borough of Redbridge. It includes the Local Authority's recommendation for the use of off-site direction and managed moves, and it outlines where schools can access support to implement and monitor them.

Off-site direction (temporary measure that maintained schools and academies for similar purposes can use) and managed moves (permanent measure) are recommended by the DfE as preventative measures to school exclusion. (*DfE Suspension and Permanent Exclusion Guidance August 2024, page 19*)

Schools who are unsure as to whether an off-site direction or managed move is an appropriate intervention to use, can gain further advice, guidance and support from the Local Authority.

Overview

Terminology

In this document, when referring to an off-site direction placement, the terms 'original school' and 'subsidiary school' will be used.

In this document, when referring to a managed move, the terms 'original school' and 'new school' will be used.

Rationale

An off-site direction or managed move is never an early or first response when the pupil's education is affected by their behaviour. It is to be considered as part of a measured response in supporting the pupil's emotional, social and behavioural needs. It is likely to be a strategy considered in the later stages of a Pastoral Support Plan (PSP) where there is little or no evidence of success.

Off-site direction

Off-site direction is when a governing board of a maintained school [original school] requires a pupil to attend another education setting [subsidiary school] to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, pupils must be dual registered. (*DfE Suspension and Permanent Exclusion Guidance August 2024, page 20*)

The original school does not require parental consent to direct a pupil to attend an off-site direction placement at a subsidiary school.

An off-site direction should be preceded by information sharing between the original school and the subsidiary school, including agencies involved, current interventions, data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies.

Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP. *(DfE Suspension and Permanent Exclusion Guidance August 2024, page 19)*

A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time limited placement. *(DfE Suspension and Permanent Exclusion Guidance August 2024, page 20)*

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 and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests. *(DfE Suspension and Permanent Exclusion Guidance August 2024, page 22)*

If a parent believes that they are being pressured into a managed move or is unhappy with a 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.

A managed move should be preceded by information sharing between the original school and the new school, including agencies involved, current interventions, data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies.

There is no trial period for a managed move. However, it is possible for a managed move to be initiated after the pupil has completed a successful off-site direction placement between two mainstream schools. This will permanently move the pupil from the original school's roll to the new school's roll (single roll).

In Redbridge, pupils are not managed moved from a mainstream school to a pupil referral unit.

SEN

For off-site direction placements of pupils with Education, Health and Care plans, the main school must notify the Local Authority in writing and provide information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day. *(DfE Suspension and Permanent Exclusion Guidance August 2024, page 20)*

The Local Authority strongly recommends that schools do not arrange off-site direction placement without consultation and agreement with the Local Authority SEN Team.

For managed moves, where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current [original] school is contemplating a managed move, it should contact the authority prior to the managed move. 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. (*DfE Suspension and Permanent Exclusion Guidance August 2024, page 22*)

The Local Authority strongly recommends that schools do not attempt to independently broker a managed move. They should contact the SEN Team for further advice and support.

If the school has identified that a pupil may have SEN needs, or if the pupil is awaiting an EHCP assessment, the Local Authority generally recommends that an off-site direction or managed move not be arranged.

Arranging an Off-site direction or Managed move

Mainstream-to-mainstream off-site direction placements and managed moves can be directly arranged by schools without the involvement of the Local Authority. However, schools are strongly recommended to provide details to the Local Authority of any off-site direction placements and managed moves arranged.

In Redbridge, mainstream-to-mainstream off-site direction placements typically last up to 12 weeks. The original school may choose to arrange an off-site direction placement at a subsidiary school with a view to then completing a managed move at the end of the placement. The subsidiary school would then become the pupil's new school. Schools should be aware that although parental consent is not required for an off-site direction placement, parental consent is required to complete a managed move. The Local Authority strongly recommend schools make their intentions clear to parents if they are seeking to managed move the pupil at the end of the off-site direction placement.

Secondary schools may choose to refer KS3 and KS4 pupils to the monthly Redbridge Inclusion Panel for consideration and brokerage of mainstream-to-mainstream off-site direction placements, mainstream-to-pupil referral unit off-site direction placements and managed moves.

For pupils in primary phase, there are no pupil referral units for primary phase in Redbridge. Support to arrange mainstream-to-mainstream off-site direction placements and managed moves can be provided to primary schools by the Local Authority.

For pupils in KS3 or KS4, if an off-site direction placement to a pupil referral unit is required for up to (but not exceeding) 3 weeks, schools may directly liaise with Redbridge Alternative Provision to arrange a short term placement at the Short Stay Provision. An individual pupil may only use the Short Stay Provision for up to 15 school days per academic year. The referral form and costs can be obtained from Redbridge Alternative Provision. Schools will be charged directly by Redbridge Alternative Provision for this placement. Places are limited and not guaranteed.

For pupils in KS3 or KS4, off-site direction placements to pupil referral units for longer than 3 weeks must be made via the Local Authority. The monthly Redbridge Inclusion Panel will consider respite referrals of up to 2-terms for off-site direction placements to Redbridge pupil referral units. Schools cannot directly arrange these placements with pupil referral units. The referral form and costs can

be obtained from the Local Authority. Schools will be charged by the Local Authority for these placements.

For pupils in KS5, there are no pupil referral units for post-16 phase in Redbridge. Schools can arrange mainstream-to-mainstream off-site direction placements or managed moves despite the pupil being over statutory school age.

Any school can exceed their indicated admission number to accommodate an off-site direction placement or managed move.

Monitoring Off-site direction placements

Review Meetings

The Local Authority recommends schools to arrange regular review meetings for all off-site direction placements.

It is strongly recommended that representatives from both the main school and subsidiary school attend review meetings.

The main school is responsible for inviting parents or carers and appropriate outside agencies giving ample advanced notice. The main school may also liaise with the subsidiary school to invite professionals from other agencies who may be able to work with parents or carers, the pupil and the school to enhance the success of the off-site direction placement.

Schools may use the off-site direction placement Target Tracking Document (see Appendix 1), setting clear measurable targets for the pupil, outlining the commitment of all involved and criteria for how the targets will be met. This will provide the pupil with clear targets to work towards and be seen as a support mechanism towards a successful off-site direction placement.

The duration of the off-site direction placement should be defined at the beginning of the placement, although this may be reduced or extended according to the pupil's progress and behaviour.

The length of time a pupil spends in another mainstream school or alternative provision and the reintegration plan must be kept under review by the governing body, who must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect. 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 off-site direction should continue to have effect. The governing body must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent.

The governing body must keep the 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 to have effect and, if so, for what period of time. The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the next review will be and who should be involved in the reviews.

For example, review meetings should take place between the school, parents, the pupil, and other agencies e.g. a pupil's social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, and the local authority (if a pupil has

an EHC plan) to establish agreed monitoring points to discuss the pupil's ongoing behaviour. These reviews should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives. The governing body must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review meeting. (*DfE Suspension and Permanent Exclusion Guidance August 2024, page 21*)

The length of time a pupil spends in another mainstream school or alternative provision will depend on what best supports the pupil's needs and potential improvement in behaviour. (*DfE Suspension and Permanent Exclusion Guidance August 2024, page 22*)

Emergency Interim Review Meeting

If it appears that the off-site direction placement is not succeeding between review periods, in the first instance, the subsidiary school will need to call an Emergency Interim Review Meeting to meet with all parties whereby the Target Tracking Document will be reviewed. This meeting will be used to and provide clear reasons as to why the off-site direction placement is not succeeding and an opportunity to discuss any additional intervention that may be required to support the pupil. During the Emergency Interim Review Meeting, the Emergency Interim Review Target Tracking Document will be completed (Appendix 2).

The subsidiary school is to ensure that the pupil, parents or carers, are made aware of the concerns prior to the Emergency Interim Review Meeting taking place.

Suspensions

When a pupil is attending an off-site direction placement, the subsidiary school has a duty to inform the original school of any suspensions issued. Serious breaches of the subsidiary school's behaviour policy may also result in an emergency review meeting and the off-site direction placement being terminated.

If the pupil behaves in a way that would normally warrant permanent exclusion at the subsidiary school, the Headteacher at the subsidiary school may consider terminating the off-site direction placement. The Headteacher at the subsidiary school does not issue a permanent exclusion. The Headteacher of the original school will consider the information provided by the subsidiary school and consult with the Local Authority if appropriate, before deciding whether any additional sanction is required, such as issuing a suspension or permanent exclusion.

Reintegration

Schools should support pupils to reintegrate successfully into school life and full-time education following a period of off-site direction. They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning. (*DfE Suspension and Permanent Exclusion Guidance August 2024, page 17*)

The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents. It is important to note that a pupil should not be prevented from returning to a mainstream

classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties. *(DfE Suspension and Permanent Exclusion Guidance August 2024, page 17)*

Where necessary, schools should work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the pupil has any SEND and/or health needs. *(DfE Suspension and Permanent Exclusion Guidance August 2024, page 18)*

Schools can consider a range of measures to enable the pupil's successful reintegration which can include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;
- Daily contact with a designated pastoral professional in school;
- Use of a report card with personalised targets leading to personalised rewards;
- Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress;
- Planned pastoral interventions;
- Mentoring by a trusted adult or a local mentoring charity;
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage;
- Informing the pupil, parents and staff of potential external support.

(DfE Suspension and Permanent Exclusion Guidance August 2024, page 18)

Attendance Codes

All pupils on off-site direction placements will be dual rolled at the original school and subsidiary school.

During the off-site direction to another school, a pupil must be recorded in the attendance register using code D (dual registered). *(DfE Suspension and Permanent Exclusion Guidance August 2024, page 20)* The subsidiary school is to confirm to the original school the attendance of the pupil for the duration of the off-site direction to ensure the accurate recording of a pupil's attendance.

For managed moves, the original school and new school will agree a pupil transfer date. Up until the transfer date, the pupil must be registered as single rolled at the original school. On the transfer date, the pupil will be removed from roll at the original school and be registered as single rolled at the new school.

Finance

For managed moves, the original school and new school should decide whether there will be any transfer of funding. This could be an amount based on the pro-rata AWPUs allocated for the specific pupil. However, the original school and new school can also decide to not transfer funding. Any agreement made is between the Headteachers of the original school and new school. The Local Authority is not involved in this decision.

For mainstream-to-mainstream off-site direction placements, the original school and subsidiary school should decide whether there will be any payment made. However, in general there is no expectation of funding from the original school to the subsidiary school. Any agreement made is

between the Headteachers of the original school and subsidiary school. The Local Authority is not involved in this decision.

The Role of the Local Authority

The Local Authority can be contacted by schools for further advice or brokerage support. Template letters are available for off-site direction placements and managed moves.

Email: SchoolExclusions@redbridge.gov.uk

Tel: 020 8708 3159

For pupils who have an EHCP or a social worker or looked-after children, and previously looked-after children, please also contact the relevant professionals involved for further advice and support.

Appendix 1 – Off-site Direction TARGET TRACKING DOCUMENT

Pupil Name _____

School _____

Target	Support to Achieve Target	Success Criteria	6-week Mid-Review	12-week Final Review

Name of Staff Member: _____

Print: _____

Date: _____

Appendix 2 - EMERGENCY INTERIM REVIEW TARGET TRACKING DOCUMENT

Pupil Name _____

School _____

To be used in the event of an Emergency interim Review:

Target	Support	Success Criteria	Emergency Interim Review Meeting

Name of Staff Member: _____

Print: _____

Date: _____