



# **SUPPORTED TRANSFER PROTOCOL**

## **COVENTRY CITY COUNCIL**

**2024/25**

Access to the Supported Transfer process is via the Coventry Alternative Provision (CAP) Multi-agency Panel.

Further information can be found on the CAP website at - <https://www.coventry.gov.uk/work-related-learning/schoolacademy-guide/7>

## Introduction

### Purpose

- The Supported Transfer process for Coventry secondary schools is designed to ensure that pupils who are **at risk** of permanent exclusion are offered a transfer to a new school. It is not an alternative to permanent exclusion. It is hoped the outcome of a Supported Transfer results in the pupil successfully transferring permanently to a new school **OR** successfully returning to their home school.
- The process includes temporarily directing a pupil off site which may then become a permanent managed move if the intervention is successful for all parties.
- Supported Transfers are a school-initiated process for a pupil operating in line with the CAP graduated model as part of a planned intervention to improve a pupil's behaviour.
- It is acknowledged that schools will be approached outside of this process to accept pupils via the SEND process, through the FAP protocol and in-year admissions.

### Background

The Supported Transfer process in Coventry 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.

Where possible, the aim is to ensure that pupils are educated within mainstream settings, making adjustments as far as is possible to facilitate inclusion. The Attendance and Children Missing Education Team will confirm whether a student is an open/closed referral to the Youth Offending Service (YOS) team at the panel meetings. This provides panel members with up to date, accurate intelligence.

### Rationale

Availability of resources in Coventry to support pupils with Social Emotional Mental Health (SEMH) difficulties in the secondary sector is finite. This revised process seeks to provide support in order to maintain appropriate mainstream placements and ensure that those children who need SEMH provision can access it.

### Principles

1. All Supported Transfers between schools are completely transparent and discussions will only take place at the Supported Transfer panel meetings. (Discussions outside panel meetings will be deemed as making arrangements for offsite direction for 6-week placements).
2. Supported Transfers are only carried out with the full co-operation of all parties (including parent/carer, LA, and any other relevant professionals) and when all available strategies have been explored.
3. A Supported Transfer may be considered if the pupil has a history of challenging behaviour and other support strategies have not been successful; or if there has been a 'one off' incident which means the pupil would benefit from a 'fresh start' and where the school believes the fresh start has the potential to be successful.
4. Pupils will be offered **one** supported transfer only.
5. Donor schools will provide a clear rationale within the Supported Transfer documentation (see appendix two) to establish what strategies have been put in place, so the receiving school has all the information it needs to support the pupil.
6. Receiving schools will ensure they are able to offer appropriate support for the pupil to make the placement as successful as possible, i.e., a commitment to make the transfer work.
7. Schools will not:
  - use the threat of permanent exclusion to influence parents to agree to a Supported Transfer, OR
  - encourage parents to home educate their child.
8. Pupils in NCY 11 are not eligible to take part in the Supported Transfer process. It is expected schools will meet their personalised need for education.

## Children in Care

This Supported Transfer process is appropriate for Children in Care, but only through agreement at a Children in Care review or PEP review where all parties present agree that a Supported Transfer or alternative provision is in the child's best interests.

- Schools should invite representatives from the new school (if known) to the PEP review so that discussion can take place at a much earlier stage regarding the future education offer.

## Pupils with a Statement/Education, Health and Care Plan (EHCP)

- The Supported Transfer process is appropriate but **only as part of an emergency or annual 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 city

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 pupil is in need of additional support, the school should make contact with SEND or SEMH for advice on the options available.

## Burden of proof

- The burden of proof for requesting a Supported Transfer is with the donor school. The headteacher (or designated person in school in their absence) **must** complete the relevant paperwork and [Submit a CAP multi-agency application](#) and the requisite supporting documentation.
- The burden of proof for ending a Supported Transfer is with the receiving school. The headteacher at the receiving school **must** complete the Failed Transfer proforma and return this to the Attendance and Children Missing Education (CME) Team.

## Alternative Provision

- The only route into Coventry AP Academy permanently is via PEX.
- The Coventry AP Academy can be considered as alternative provision under off-site direction a part of the CAP graduated model.
- There will be limited availability of placements and therefore any pupils who go to the Coventry AP Academy in this way will have to meet a threshold and be agreed at the CAP multi-agency panel meetings.
- To ensure we consider the whole city the CAP Review and Authorisation Panel will review the paperwork ahead of the CAP multi-agency panel to ensure consistency is applied to the threshold.

## Communication

- Where a Supported Transfer is in place there needs to be regular communication at all stages between the home and receiving schools. This will enable additional support strategies to be included at any stage in an attempt to make the move successful.
- Schools must discuss pupil's progress weekly to enable additional / change of strategies if the pupil is struggling.
- The local authority will continue to challenge schools as to the effectiveness of adopted strategies when appropriate and will offer advice and share good practice.

## Paperwork/administration

- The home school must complete the CAP multi-agency referral form for Supported Transfer.
- Pupils will be discussed at the CAP Review and Authorisation Panel where multiagency information will be gathered. If the referral form has not been signed by the Headteacher and the Parental Agreement has not been signed by the parent it will be sent back to the school.
- Referrals received after the deadline date will not be discussed until the next panel meeting.

## Registration and the law

- Schools must comply with statutory requirements regarding registration.
- During the off-site direction to another school, pupils must be dual registered.
- The home school is the **main registration**.
- The receiving school is the **subsidiary registration**.
- The home school must mark the pupil using **code D** if the pupil is attending; or use the appropriate absence mark if they are not in school.
- The receiving school uses **normal attendance codes**.
- If a child is absent, the receiving school is responsible for investigating the absence as soon as possible and following their attendance policy. The receiving school must alert the home school weekly to the pupil's attendance. Schools must ensure that they have timely arrangements in place to follow up unexplained and unexpected absence.

## Process

1. Home school discusses the placement with parent/carer prior to submitting any paperwork – clear conversation, setting out the Supported Transfer process and reasons. Schools must provide clarity to the parent/carer that they may not receive the school requested.
2. Home school to [Submit a CAP multi-agency application](#) and the requisite supporting documentation. Further information can be found on the CAP website at - <https://www.coventry.gov.uk/work-related-learning/schoolacademy-guide/7>
3. Schools will receive an automated response, confirming receipt of documentation. Schools are advised to keep a copy of documentation for their own records.
4. The Attendance and Children Missing Education Team will request further information if needed. Any unsigned parental agreements will be returned to the school without consideration.
5. Deadline for referrals is Wednesday at 5pm one week before Panels. Any referrals received after this date will be discussed the following month.
6. The Attendance and Children Missing Education Team send agenda and paperwork via data locker to Headteachers two days before the meeting (Friday or Tuesday) and confirm via email. If a Headteacher cannot attend the meeting, they must send a senior representative who can make decisions on their behalf.
7. Supported Transfer Panel held.
  - the panel will agree whether the pupil should have been PEX – if yes, they return to home school
  - the panel will agree whether the pupil is eligible for a Supported Transfer – schools offer a placement
  - if no school offers a placement the panel will look at the number of pupils each school has brought to panel in order to find a placement
8. The Attendance and Children Missing Education Team circulate Panel decisions to Headteachers and LA colleagues on Wednesday/Friday after Panel.
9. Following panel meetings, the Attendance and Children Missing Education Team will contact the receiving school, asking them to arrange a meeting.
10. Receiving school must contact the parent/carer the day after the panel decision to arrange the admission meeting. This admission meeting must be held within a further **2** days. It is the responsibility of the home school to provide all pupil information to the receiving school, e.g.
  - Academic intervention
  - Learning mentors/Pastoral Support

- Parental meetings
  - External Alternative Provision
  - In-school counselling
  - Timetable variation
  - 6-week placement
  - External specialist support (CAMHS, EP, SEMHL & CCT assessment, advice and direct input, Inclusion Service, External Counselling, Early Help, Social Care)
11. Following the panel meeting, school must contact the Attendance and Children Missing Education Team to confirm start date. The start date must be within **3** days of the admission meeting taking place. Therefore, from the panel decision date the pupil must be on roll and attending within **6** days.
  12. Home school initiates fortnightly meetings with the receiving school where the outcome is a decision to either end or continue the placement.
    - the success of the offsite direction must relate to improved behaviour, attitude, learning and attendance based on the previous patterns which resulted in the offsite direction.
  13. Receiving school holds weekly reviews, where they update the donor school. This provides the opportunity for the receiving school to discuss and implement further support or intervention if required.
  14. The Attendance and Children Missing Education Team contact the receiving school at the 11-week point to request confirmation of whether the placement has been successful or not.
 

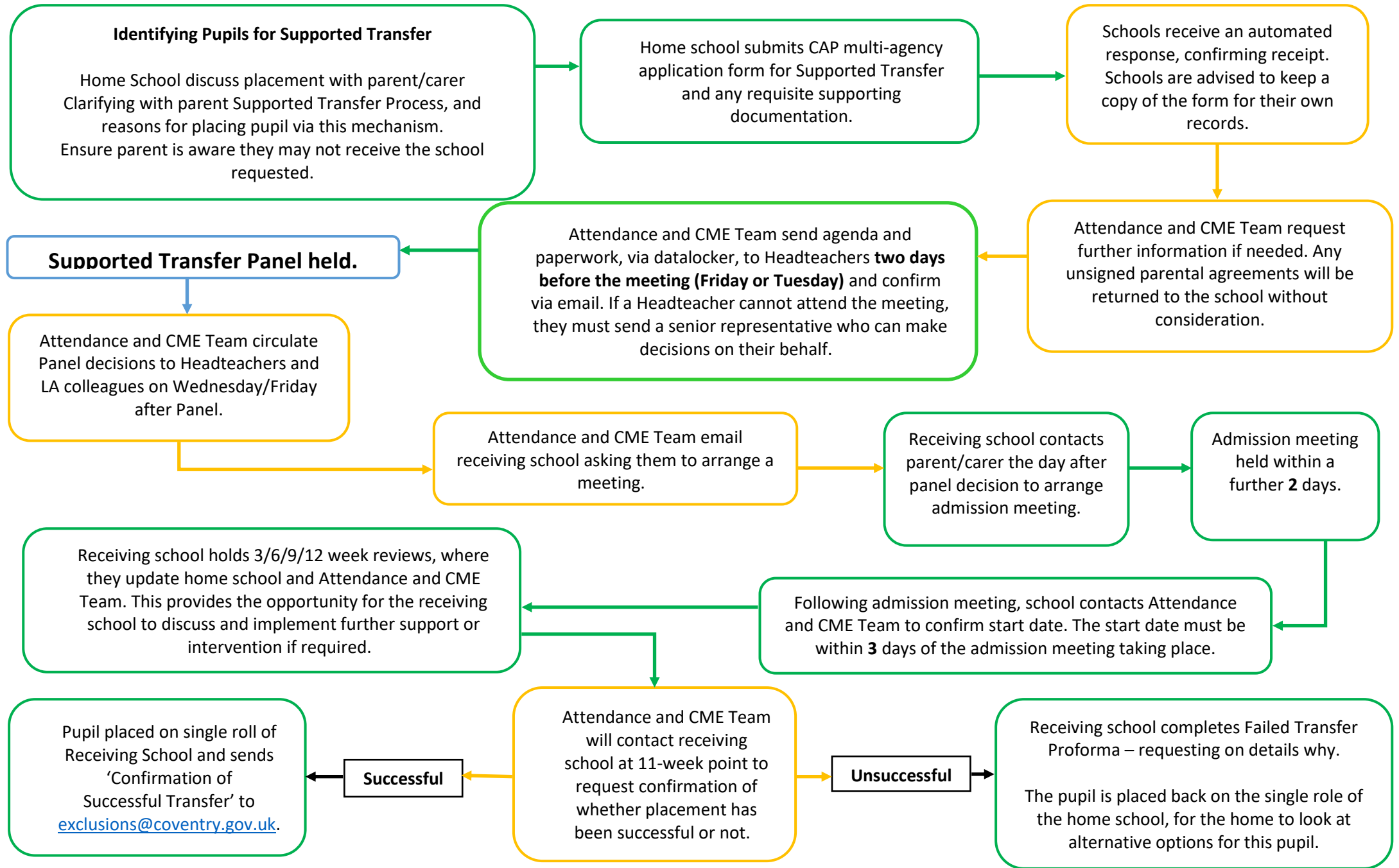
If successful, the receiving school places pupil on their roll and sends 'Confirmation of Successful Transfer' to [exclusions@coventry.gov.uk](mailto:exclusions@coventry.gov.uk).

OR

If unsuccessful, the receiving school completes Failed Transfer Proforma and sends this to the donor school and [exclusions@coventry.gov.uk](mailto:exclusions@coventry.gov.uk).
  15. Receiving school holds meeting with parent/carer to end placement. Pupil returns to home school who remove the dual registration and place the pupil back on single registration.

# Supported Transfer Flowchart 2024/25

## Appendix One



[Insert school's logo and details here]

**Private and Confidential**

[Parent's name and address]

[Date]

Dear Parent,

**RE: Parental Agreement to Supported Transfer to another school**

<b>Name of Pupil</b>		<b>Year Group</b>	
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Coventry Headteachers and Coventry City Council believe that a successful mainstream placement offers the best opportunities for the future life chances of our young people. We have agreed a Supported Transfer process for pupils at **risk of** permanent exclusion and to facilitate the smooth transition from one mainstream placement to another.

I am aware that my child is <b>at risk of</b> permanent exclusion from his/her current school	<b>YES</b>	<b>NO</b>
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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
- or**
- Other – please specify

I agree to my child accessing a Supported Transfer to another mainstream school under the Supported Transfer Process. I understand that if this is not successful my child will return to the original school.

My child's current school has devised a supported transfer plan that includes a move to another school plus intervention support from other professional services where agreed, such as Education Psychology team, Youth Justice Service, Social Services. This will be reviewed and discussed with you as part of the supported transfer process.

We will use the information you provide to give advice and follow the Supported Transfer process. As part of this, we (the school) and the local authority may need to share your information provided with other schools and services. More information on how we handle personal information and your rights under the data protection legislation can be found in the local authority's Privacy Notice.

<b>Signature of parent/carer:</b>	
<b>Please print name:</b>	
<b>Contact telephone number:</b>	

Yours sincerely

[Signature]

PUPIL DETAILS			
NAME:			
UPN:		ULN:	
DOB:		NC YEAR:	

SUPPORTED TRANSFER DETAIL			
HOME SCHOOL:			
RECEIVING SCHOOL:			
DATE REFERRED TO PANEL:			
DATE STARTED PLACEMENT:		DATE PLACEMENT ENDED:	
DATE OF EXIT MEETING:		REASON CODE(S) FOR FAILURE*:	

INTERVENTIONS:	START DATE	END DATE	DETAILS & IMPACT
Therapeutic intervention			
Timetable variation			
Parental engagement			
Key Worker			
Placement in alternative school			
In-school Alternative Provision			
External Alternative Provision			
Social Skills programme			
Speech & Language			
Academic intervention			
Attendance intervention			
PEP			
Positive handling plan			
Pastoral support plan			

SUSPENSIONS			
	Start date	No. of days	Reason for exclusion
1			
2			
3			
4			
5			
6			
7			
8			
9			



<b>TOOLS / ASSESSMENTS USED BY SCHOOL:</b>			
'ABC' sheets (Antecedent, Behaviour, Consequence)		1:1 Student Interviews	
Behaviour Report		Adverse Childhood Experiences profile	
Dimensions Tool		My Support Plan	
Observations		Strength & Difficulties Questionnaire	
Speech & Language Assessment		Risk assessment	
Warwick & Edinburgh Measure of well-being scale			

<b>Please provide further information as to why this supported transfer has failed.</b>

**Signed (Headteacher):**

**Date:**

**Print Name:**

<b>*REASON FOR FAILURE</b>	<b>CODE</b>
Abuse against sexual orientation & gender ID	<b>A</b>
Abuse relating to disability	<b>B</b>
Bullying	<b>C</b>
Damage	<b>D</b>
Drug & alcohol related	<b>E</b>
Inappropriate use of social media/online technology	<b>F</b>
Persistent disruptive behaviour	<b>G</b>
Physical assault against a pupil	<b>H</b>
Physical assault against a teacher	<b>I</b>
Racist abuse	<b>J</b>
Sexual Misconduct	<b>K</b>
Theft	<b>L</b>
Use or threat of use of on offensive weapon or prohibited item	<b>M</b>
Verbal abuse/threatening behaviour against a pupil	<b>N</b>
Verbal abuse/threatening behaviour against a teacher	<b>O</b>
Willful & repeated transgression of protective measures in place to protect public health	<b>P</b>
Non-engagement (pupil refusing to attend/engage with receiving school)	<b>Q</b>