



Off-Site Direction and Managed Move Protocol

**London Borough of Hillingdon
November 2025**

London Borough of Hillingdon

OFF-SITE DIRECTION AND MANAGED MOVES

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1. Purpose

1.1 While there is no statutory requirement from the Department for Education for schools to implement Off-Site Direction or Managed Moves, the London Borough of Hillingdon encourages schools to consider their use where appropriate, and when it serves the best interests of the child.

1.2 This protocol establishes clear guidance for schools within the London Borough of Hillingdon regarding the use of Off-Site Direction and Managed Moves. Its purpose is to reduce permanent exclusions and to support pupils at risk, ensuring that all decisions are made in the best interests of the child. Managed Moves require parental consent and, wherever possible, we ask that schools also seek agreement from parents and carers when implementing Off-Site Direction.

1.3 The main purpose of the protocol is:

- To reduce permanent exclusions through the use of *Off-Site Direction* as a temporary intervention.
- To facilitate alternative school placements for pupils where there is a compassionate or exceptional reason.
- To agree *Managed Moves* as a permanent strategy to support pupils at risk of exclusion.
- To promote a fair and balanced distribution of pupils with behavioural vulnerabilities across all participating schools.
- To support pupil movement between schools for those without an Education, Health and Care Plan (EHCP), but who present with behavioural vulnerabilities or persistent absence. This does not override the ability of schools to make local arrangements where mutually agreed.
- To reaffirm that this protocol does not affect the legal right of parents/carers to apply for school places through the standard admissions process. Schools must not refuse applications where places are available, in accordance with the School Admissions Code.

1.4 In arranging and conducting Off-Site Directions and Managed Moves, the London Borough of Hillingdon and involved schools are to have regard to this protocol in conjunction with the relevant legislation and guidance, such as:

- [Education Act 2002, section 29A](#)
- [Education \(Educational Provision for Improving Behaviour\) Regulations 2010](#)
- [Statutory guidance on behaviour in schools](#)
- [Statutory guidance on alternative provision](#)
- [Statutory guidance on school suspensions and permanent exclusions](#)

2. Definitions

2.1 Managed Move: the transfer of a pupil to another school setting permanently. Schools will consider a child's needs and decide where the most ideal placement will be. Managed moves are voluntary and agreed upon with all parties involved, including the parents and the admission authority of the receiving school. For the purposes of this protocol, the terms 'current school' and 'previous school' will be used for the setting where the child is moved from pursuant to a Managed Move and the term 'receiving school' will be used for the setting where the child is moved to.

2.2 Off-Site Direction: a temporary measure which can be used by a governing board of a maintained school under section 29A of the Education Act 2002 to require a pupil to attend another education setting to support positive behavioural development. While this legislative power does not apply to academies, they can arrange off-site provision for such purposes under their general powers if their academy trust's articles of association reference the adoption of this power. Children cannot be directed to be at home for reasons of behaviour without it being recorded as a suspension or exclusion. For the purposes of this protocol, the term 'home school' will be used for the setting where the child originates, and the term 'host school' will be used for the setting they attend during their Off-Site Direction. Although parental consent is not mandatory in statutory guidance, for the purposes of this protocol, we ask that schools establish consent from parents for any Off-Site Directions.

2.3 Permanent exclusion: refers to a pupil who is excluded from a school and who will not come back to that school (unless the exclusion is overturned).

2.4 Suspension: previously known as 'fixed term exclusion', refers to when a pupil is suspended from a school for a set period of time. A suspension can involve a part of the school day, and it does not have to be for a continuous period. A pupil may be suspended for one or more periods up to a maximum of 45 school days in a single academic year.

3. Key Principles

3.1 An Off-Site Direction or Managed Move can offer a pupil a fresh start in a new environment, where their individual needs can be better supported. These approaches are most effective when used as part of a planned and thoughtful intervention, rather than as a reactive response to repeated or serious behavioural challenges. They should be considered within a wider framework of support aimed at helping the pupil re-engage with learning and relationships. There may be a range of circumstances where such moves are appropriate, for example, in cases involving bullying (whether as victim or perpetrator), a breakdown in the relationship between home and school, changes in home circumstances, or wider community issues.

3.2 Any decision to educate a pupil in an alternative setting should prioritise their educational, safeguarding, and wellbeing needs. Such decisions should form part of a graduated and supportive response to a pupil's social, emotional, or behavioural needs, and not be used as an initial or reactive measure.

3.3 The home school and parents/carers should share a mutual understanding that the proposed host school can offer a meaningful and supportive change in environment that meets the pupil's individual needs. This may include differences in setting, such as size or location, or access to a new peer group, teaching team, or curriculum, depending on the specific challenges being experienced in the current school context.

3.4 Any move should be underpinned by high-quality, timely information sharing between the home school and the host school, using an agreed format. This should include relevant details such as prior and current attainment, academic potential, safeguarding considerations, and, where appropriate, a risk assessment with recommended strategies that have proven effective in supporting the pupil. This process ensures continuity of care and enables the host school to respond to the pupil's needs in a well-informed and supportive way.

3.5 If, during the agreed period of Off-Site Direction, the host school feels that the Off-Site direction may no longer be meeting the pupil's needs, they should first engage in open dialogue with the home school and parents/carers. This conversation should explore whether any further support or adjustments could help sustain the placement and prevent disruption to the pupil's educational journey.

3.6 Throughout the arrangement, the home school retains overall responsibility for the pupil's education and wellbeing until the placement concludes or transitions into a permanent arrangement through a managed move.

3.7 All moves will be carefully monitored, with a focus on creating opportunities for growth and development. Wherever possible, pupils will be supported through clear, achievable goals accompanied by appropriate mechanisms of support. This approach ensures that expectations are not placed on children without the guidance and resources needed to help them succeed, in line with local processes and agreed formats.

3.8 A pupil's entitlement to full-time, appropriate education must remain central to any move. Where an Off-site Direction is arranged on a part-time basis, the home school will continue to provide suitable educational provision for the remainder of the pupil's timetable, ensuring continuity of learning and support.

3.9 It is important that parents/carers are fully informed, agree to, and feel able to actively support an Off-Site Direction or Managed Move. Their involvement is key to ensuring the arrangement is in the best interests of the child and has the greatest chance of success.

3.10 It is important that the pupil feels heard, understood, and is willing to engage positively with the move. Their voice and readiness to participate are key to ensuring the arrangement is supportive and successful.

When is an Off-Site Direction/Managed Move appropriate?

3.11 An Off-Site Direction or Managed Move may be considered when:

- A child is at risk of permanent exclusion, and an alternative arrangement is felt to offer a more constructive and supportive pathway.
- The school has implemented a range of behaviour support strategies, and a Pastoral Support Plan meeting has concluded that a fresh start in a new setting would be the most positive intervention to help the pupil remain engaged in education.
- There is clear evidence that previous interventions and support strategies have been tried and are no longer proving effective.
- The relationship between the pupil and either a group of peers or members of staff has broken down to a degree that is impacting the pupil's ability to thrive.
- A pupil is not attending school regularly, and thorough exploration of the underlying causes has identified school-related factors as a significant barrier. In such cases, an Off-Site Direction or Managed Move may be considered, if it is agreed by the school, parents/carers, and the child themselves, as being in the pupil's best interests.

When is an Off-Site Direction/Managed Move not appropriate?

3.12 An Off-Site Direction or Managed Move should not be considered when:

- A pupil is in Year 11 due to the potential disruption to their final year of study. In such cases, a modified programme, potentially including short-term access to alternative provision, may be more appropriate to meet the pupil's needs.
- A parent/carer is seeking a direct school transfer, and an Off-Site Direction would not offer additional benefit or support for the pupil, an Off-Site Direction should not be pursued.
- A child is not currently on a school roll.
- There is no option for the pupil to return to their original school should the placement be unsuccessful. Ensuring a safety net is essential for the pupil's stability and wellbeing.
- A pupil has previously experienced an unsuccessful Off-Site Direction to a Hillingdon school; a different approach should be considered. This may include further assessment of the pupil's needs and a more tailored support plan. The potential negative impact of repeated, unsuccessful changes in provision must be carefully weighed. A second Off-Site Direction should only be considered in exceptional circumstances, where the reasons for the initial breakdown are clearly understood and unlikely to recur.
- Parental agreement is not established. The active agreement and support of parents/carers is essential for a Managed Move. Although Off-Site Direction does not require parental consent in the statutory framework, we ask that parental consent is given in these arrangements where possible as arrangements should be made in partnership, with transparency and shared understanding. It is important to note that under the Ofsted school inspection framework, any evidence of parents being pressured into a Managed Move, particularly where it results in off rolling, may lead to a judgement of inadequate leadership and management.

Children with emerging or complex needs

3.13 Any consideration of an Off-Site Direction or Managed Move for a child with an Education, Health and Care Plan (EHCP), must first be discussed with the EHC Team to ensure the pupil's needs are fully understood and appropriately supported before any decisions are made and to ensure it is in line with the SEND Code of Practice¹

3.14 Where a child is known to social care, schools must engage with Hillingdon's Virtual School and the child's allocated social worker prior to exploring any Off-Site Direction or Managed Move. This ensures that the child's wider context and care arrangements are taken into account, and that decisions are made in partnership with those responsible for their wellbeing

3.15 For a pupil identified with SEND Support, SENCOs from both the home and host schools should meet to share and discuss the pupil's needs, strengths, and current support strategies. This collaborative approach helps ensure continuity of care and that any new setting is well-prepared to meet the pupil's needs effectively.

¹ ['Suspension and Permanent Exclusion: Guidance for maintained schools, academies, and pupil referral units in England'](#), page 22, para 49: *"Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current 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."*

4. Off-Site Direction

4.1 Off-site Direction into another school or alternative provision should be shaped around the individual needs and circumstances of the pupil. This may involve full-time placement or a blended approach that combines part-time support in alternative provision with continued engagement in mainstream education. As part of the planning process, a proposed maximum duration should be discussed and agreed collaboratively.

4.2 When the agreed time limit is reached, alternative options should be explored through a review process. This may include considering a permanent Managed Move, particularly if the pupil is placed in a mainstream setting and should be based on the pupil's progress and evolving needs.

4.3 Off-site Directions should be part of a planned and purposeful intervention. The home school should be able to demonstrate that appropriate initial support has been provided, including any relevant multi-agency involvement or statutory assessments. Information shared should include prior and current attainment, academic potential, safeguarding considerations, and, where necessary, a risk assessment with effective management strategies.

4.4 The host school or provision should ensure that the pupil is welcomed through a well-considered integration strategy that supports their transition and promotes a sense of belonging.

4.5 Off-site Directions should be viewed as voluntary, timely, and focused on the child's best interests. Referrals should clearly articulate what the new setting can offer that is additional or different, and how it aligns with the pupil's specific needs. The referral should also outline the skills, capacity, and support required within the new setting to help the pupil thrive. All Off-site Directions must be time-limited and regularly reviewed.

4.6 Wherever possible, planning for an Off-site Direction should begin before a pupil reaches crisis point. However, in exceptional circumstances, such as a one-off serious incident that is out of character, fast-tracking may be appropriate if there is strong evidence that the pupil is likely to succeed in a different setting.

The Process

(see Appendix A for process flow chart)

4.7 In the case of an Off-Site Direction for a child, the governing board must ensure that the parents or the pupil themselves if aged 18 or over (and the local authority for pupils with an EHCP) are notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the day education is due to start at the host school.

4.8 The Headteacher (or a nominated senior leader) from the home school should initiate a conversation with parents/carers, and the local authority where appropriate, to explore the suitability of an Off-Site Direction. At this early stage, it is important that parents feel informed, understand the process, and are clear about their role in supporting the arrangement. This shared understanding helps ensure decisions are made in partnership and in the best interests of the child.

4.9 Following the above, completion of Appendix B is done by the home school with the agreement of parent/carer and child.

4.10 The home school will then reach out to the preferred schools to share relevant information, captured in the agreed form, to help build a shared understanding of the child's strengths, needs, and support requirements. This process ensures that any potential host school is well-informed and able to consider how

best to meet the pupil's needs. If more than one school expresses willingness to support the Off-Site Direction, the final decision on placement will be made by the Headteacher, in consultation with all parties involved.

4.11 Once a host school agrees to welcome the child, an admissions meeting should be arranged within five school days. This meeting should involve both schools, the parent/carer, and the pupil, and serve as a space to build shared understanding, set clear expectations, and explore the pupil's specific needs. Together, the group should agree on what a 'fresh start' or time-limited placement will look like, including learning and behaviour goals, tailored support strategies, and arrangements for ongoing communication and progress reviews. These expectations should align with the host school's Behaviour Policy and be shaped collaboratively to ensure the pupil feels supported and set up for success.

4.12 Once an Off-Site Direction has been agreed, the home school must notify the local authority by completing the Alternative Provision (AP) Form via the Establishment Portal. This form includes a specific question confirming that the Off-Site Direction has been agreed in accordance with Hillingdon's Off-Site Direction and Managed Move Protocol. The local authority uses this information to monitor and track schools implementing Off-Site Directions under this protocol, along with other alternative provisions arrangements.

Initial meeting

(see Appendix C for Pupil Off-Site Direction Agreement to be completed after the initial meeting and prior to the placement at the host school starting)

4.13 The purpose of the initial meeting should be:

- To co-develop a programme of support tailored to the pupil's needs, with a clear focus on promoting their wellbeing, engagement, and positive behavioural development.
- To explore and agree how the pupil and their family can actively contribute to the success of the Off-Site Direction, recognising their role as key partners in the process.
- To confirm practical arrangements such as start date, tutor group, timetable, travel, and uniform, ensuring clarity and consistency for the pupil.
- To establish a schedule of review meetings that will monitor the impact of the support plan, provide opportunities for reflection, and allow for adjustments to be made in response to the pupil's evolving needs.
- To ensure reintegration planning is included in the initial placement meeting and revisited during subsequent review meetings, where applicable².

4.14 There should be no more than four weeks between planning a move and starting the new setting. As the move is not a permanent exclusion, the pupil must continue to attend the home school while arrangements are being made unless alternative arrangements are put in place.

4.15 The home school will identify a named staff member to act as a consistent point of contact between the home and host schools throughout the placement. This person will check in with the host school within five school days of the placement starting to ensure the pupil has settled well and that any initial support needs are being met. This ongoing connection helps maintain continuity and strengthens collaboration between settings.

4.16 During the period of Off-Site Direction, the pupil will be dual registered. They will be marked in the home school's attendance register as absent with leave to attend the host school and marked with code 'D' and the host school will hold responsibility for accurately recording the pupil's attendance and absence with

² ['Arranging Alternative Provision: A Guide for Local Authorities and Schools'](#), page 21

the relevant code in accordance with the relevant [statutory guidance for schools, academy trusts, governing bodies and local authorities on maintaining high levels of school attendance](#) and reporting attendance to the home school.

4.17 Expectations regarding school uniform requirements, associated funding, and Free School Meal (FSM) arrangements, particularly for short-term or time-limited placements, must be agreed between the home school and the host school at the point of the initial meeting, including consideration for disadvantaged pupils who may require financial support.

Review Meetings

(see Appendix D for form to be completed for each review meeting held)

4.18 After the initial meeting, there must be regular review meetings (at least every 30 days) for the duration of the Off-Site Direction and the appropriate duration of an Off-Site Direction should be decided on a case-by-case basis, with the review meeting being used to determine whether the Off-Site Direction should continue.³ In addition, the parents or the pupil themselves if aged 18 or over (and the local authority where the child has an EHCP) can request, in writing, that the school governing body hold a review meeting. Such requests must be complied with as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.⁴

4.19 The named staff member will be responsible for monitoring and updating the Senior Allocation and Access officer in the School Placement and Admissions Team for the purpose of recording the progress of the Off-Site Direction. All progress will be reported and recorded at monthly Fair Access Panel meetings.

4.20 All meetings regarding the Off-site Direction should include both schools / academies, the named officer, the parent / carer and the pupil. Not later than six days before the date of any review meeting, the school governing body (delegation can be given to the school headteacher, but must be made clear in all communication that they are acting on behalf of the school governing body) must give a written invitation to the parents or the pupil themselves if aged 18 or over (and the local authority if the pupil has an EHCP) 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 parents and pupil.

4.21 In the case of a pupil known to social care, a separate initial meeting should also take place between the DSLs of both schools. It may be appropriate for the allocated social worker, a Virtual School Officer and anyone else involved with the child also be present.

First review meeting

4.22 The first review meeting should be focused on reviewing progress and sustaining support. During the meeting:

- All commitments made during the initial planning meeting should be revisited to ensure they remain relevant and effective in supporting the pupil.

³ [‘Suspension and Permanent Exclusion: Guidance for maintained schools, academies, and pupil referral units in England’](#), page 21, para 43: “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.”

⁴ [‘Arranging Alternative Provision: A Guide for Local Authorities and Schools’](#), page 30

- School staff will share updates on the pupil's progress, focusing on how they are engaging with the agreed support and moving towards their goals.
- Any supporting agencies involved will provide feedback on the actions they committed to, helping to build a shared picture of the pupil's journey.
- Adjustments to commitments may be made by staff, parents/carers, and professionals where needed, ensuring the plan remains responsive to the pupil's evolving needs.
- A solution-focused approach is key to success. If the current provision is not fully meeting the pupil's needs, the review meeting should be used to identify further strategies or support that can help sustain their placement and promote positive outcomes.

Subsequent review meetings

4.23 Subsequent review meetings should focus on reflecting on the pupil's experience and progress since the placement began, including academic engagement, social integration, and emotional wellbeing.

It needs to consider next steps, including whether the placement should continue, transition into a Managed Move, or whether reintegration to the home school is appropriate. Most importantly, it should reaffirm shared responsibility and collaboration, ensuring the pupil is supported holistically and that any decisions are made in their best interests. Where a return to the home school is planned, a final report should be produced by the named officer in anticipation of the child returning to their home school.

4.24 In exceptional cases, an Off-Site Direction may extend beyond the original time agreed, however, these instances should remain rare and carefully considered. Where additional time is needed to complete an intervention or provide agreed support, the placement must continue to be reviewed at least every 30 days. This extension must be discussed and agreed by all involved parties during review meetings, ensuring the pupil's needs remain central to the decision. The school governing body must give written notification to parents within six days of the review meeting if they decide to continue the placement, including their reasons for the extension and the duration.

4.25 When a pupil returns to their home school, any subsequent decision to permanently exclude must not be based solely on behaviours exhibited prior to the Off-Site Direction. Pupils should be given a fair and supported opportunity to reintegrate, with clear and achievable targets agreed in partnership.

Outcomes

4.26 At the conclusion of an Off-Site Direction, a review meeting should be held with the pupil, parents/carers, the home school, and the host school to reflect on progress and agree the next steps. The purpose of this meeting is to ensure decisions are made transparently, with the pupil's wellbeing and future success at the heart of the process.

4.27 Possible outcomes include:

- Successful completion:** If the pupil has met the agreed goals and is ready to return to their home school, the placement will end with a clear reintegration plan⁵ in place to support a smooth transition. This should involve a formal reintegration meeting at their home school.
- Placement closure without goal completion:** If the pupil has not met the agreed goals, and it is felt that the placement is no longer beneficial, the pupil will return to their home school. This

⁵ ['Suspension and Permanent Exclusion: Guidance for maintained schools, academies, and pupil referral units in England'](#), page 17, paras 27-28

decision must be made collaboratively during the review meeting, with clear and compassionate communication about the reasons for the change and next steps for support.

- c. **Transition to permanent placement:** If the pupil has met all targets and both schools agree that the host school is best placed to continue supporting the pupil, they may be formally added to the host school's roll. This will now be a Managed Move.

4.28 No pupil can be taken off a home school's roll until the host school has confirmed the Managed Move in writing.

4.29 No pupil can be subject to a Managed Move without parental consent.

Key Considerations

4.30 Both the home and host schools are encouraged to maintain regular, open, and constructive communication throughout the placement and just provide updates during review meetings. This includes sharing updates on the pupil's attendance, academic progress, and overall wellbeing. Ongoing dialogue helps ensure that any emerging needs are identified early and that the pupil continues to feel supported across both settings.

4.31 Host schools are encouraged to offer pupils a genuine fresh start, welcoming them as valued members of the school community. Wherever appropriate, pupils should be treated as casual admissions, with only key staff informed of prior circumstances to ensure necessary support is in place, while also allowing the pupil to build new relationships and thrive in a positive, forward-looking environment.

4.32 A successful Off-Site Direction begins with strong partnership and trust between the school, the pupil, and their family. Parents and carers should be involved from the outset, with clear communication about the purpose of the placement, what it aims to achieve, and how they can support their child throughout the process. Their insights and advocacy are essential in shaping a plan that reflects the pupil's unique needs and circumstances.

4.33 Equally important is the voice of the pupil. They should be given the opportunity to understand the reasons for the move, express their thoughts and feelings, and contribute to the planning. When pupils feel heard and involved, they are more likely to engage positively with the new environment.

4.34 Planning must be purposeful and tailored. The rationale for the Off-Site Direction should be clearly defined, with specific, achievable goals that are regularly reviewed. The home and host schools must work closely together, sharing information and maintaining open lines of communication to ensure continuity of support and a shared understanding of the pupil's strengths and challenges.

4.35 Finally, decisions must be fair, transparent, and made in partnership. Whether the pupil returns to their home school, transitions to a permanent placement, or requires further support, the process should be guided by compassion, clarity, and a commitment to the pupil's long-term success.

5. Managed Moves

5.1 A Managed Move represents a strategic opportunity for a pupil to make a fresh start in a new educational setting where their individual needs can be more effectively supported. When implemented, a Managed Move must be underpinned by careful planning, clear communication, and a shared commitment from all involved to ensure the transition is successful and sustainable.

5.2 Managed Moves should not be used as a reactive measure in response to behavioural concerns. Instead, they must form part of a wider, considered intervention strategy that places the pupil's wellbeing, educational engagement, and long-term outcomes at the centre. These moves are most effective when they are the result of a collaborative process, often following a period of Off-Site Direction, rather than being initiated as a direct transfer in isolation.

5.3 Managed Moves should only be considered in exceptional circumstances where all parties involved are confident the move is being made for the right reasons and that it offers a genuine opportunity for success. This should remain the exception rather than the norm.

5.4 There are a range of situations where a Managed Move may be considered appropriate. These include, but are not limited to, cases:

- involving bullying (whether the pupil is the victim or the perpetrator),
- a breakdown in the relationship between home and school,
- significant changes in home circumstances, or
- wider community issues that may be impacting the pupil's ability to thrive in their current school environment.

5.5 The success of a Managed Move relies heavily on the quality and depth of the transition planning process. This must be a collaborative effort involving the current school, the receiving school, the pupil and their parent or carer, and where appropriate, the local authority and other professionals involved in the pupil's care and education.

5.6 A detailed transition plan should be developed prior to the move, outlining the support that will be provided to the pupil before, during, and after the transfer. This plan should include strategies to help the pupil integrate into their new environment, build positive relationships, and re-engage with learning. The pupil's voice must be central to this process, with their views, concerns and aspirations actively considered and respected.

Roles and Responsibilities

5.7 The current school plays a key role in initiating the Managed Move process. It is responsible for identifying the need for a move, engaging in early discussions with the pupil and their family, and liaising with the receiving school and local authority. The current school must provide a comprehensive overview of the pupil's educational history, strengths, challenges, and any support strategies that have been in place. It should also contribute to the development of the transition plan and maintain communication with the receiving school during the early stages of the move.

5.8 The receiving school must assess its capacity to meet the pupil's needs and agree to the move in principle. It is responsible for welcoming the pupil, implementing the agreed support strategies, and ensuring that a named member of staff is available to oversee the pupil's induction and ongoing wellbeing. The receiving school should work closely with the pupil's family and maintain open lines of communication with the previous school and any involved professionals.

5.9 Parents and carers are essential partners in the Managed Move process. Their consent and engagement are vital, and they should be involved in all stages of planning and decision-making. They are encouraged to share any relevant information about home circumstances that may affect the pupil's transition and to support their child throughout the process.

5.10 The local authority has a coordinating role, ensuring that the Managed Move is conducted in line with statutory guidance and local protocols. The receiving school should inform the Senior Allocation and Access officer in the London Borough of Hillingdon's School Placement and Admissions Team for the purpose of recording the Managed Move. These should be emailed to admissions@hillington.gov.uk. All progress will be reported and recorded at monthly Fair Access Panel meetings.

5.11 The pupil should be actively involved in the process in an age-appropriate way. Their views must be sought and considered, and they should be supported to understand the reasons for the move and what it will involve. Empowering the pupil to take ownership of their transition can significantly enhance the likelihood of a successful outcome.

5.12 Managed Moves are considered permanent placements. Once a pupil transfers to a receiving school under this arrangement, they will be formally registered at the receiving school and removed from the roll of their previous school. Should the placement break down for any number of reasons, the relevant guidance and legislation must be followed, including the School Admissions Code and the school's behaviour policy.

6. General role of the Local Authority

6.1 The London Borough of Hillingdon records Off-Site Directions and Managed Moves via the Fair Access Panel, using the allocation spreadsheet to monitor placements. This data supports equitable distribution and helps ensure that no school is disproportionately impacted by the number of placements or directions.

6.2 The London Borough of Hillingdon is committed to providing tailored advice, guidance, and signposting to champion the needs of children and families, with the aim of enhancing access to education and fostering inclusive practice across all settings.

6.3 Where concerns regarding compliance emerge, the London Borough of Hillingdon will offer both support and appropriate challenge to ensure that schools fulfil their statutory responsibilities and uphold the principles of fairness, inclusion, and legal accountability.

7. Disputes and complaints

7.1 When professional disagreements arise, it is essential that all parties remain focused on the child's best interests. Decisions should be guided by a shared commitment to the child's wellbeing, ensuring that collaboration and respectful dialogue lead to outcomes that support their educational journey.

7.2 If disagreements arise, it is important that the home and host schools engage in direct, constructive dialogue to resolve concerns, escalating to the headteacher only when necessary. These conversations should always take place away from the pupil and their family, to protect their wellbeing and maintain trust throughout the process.

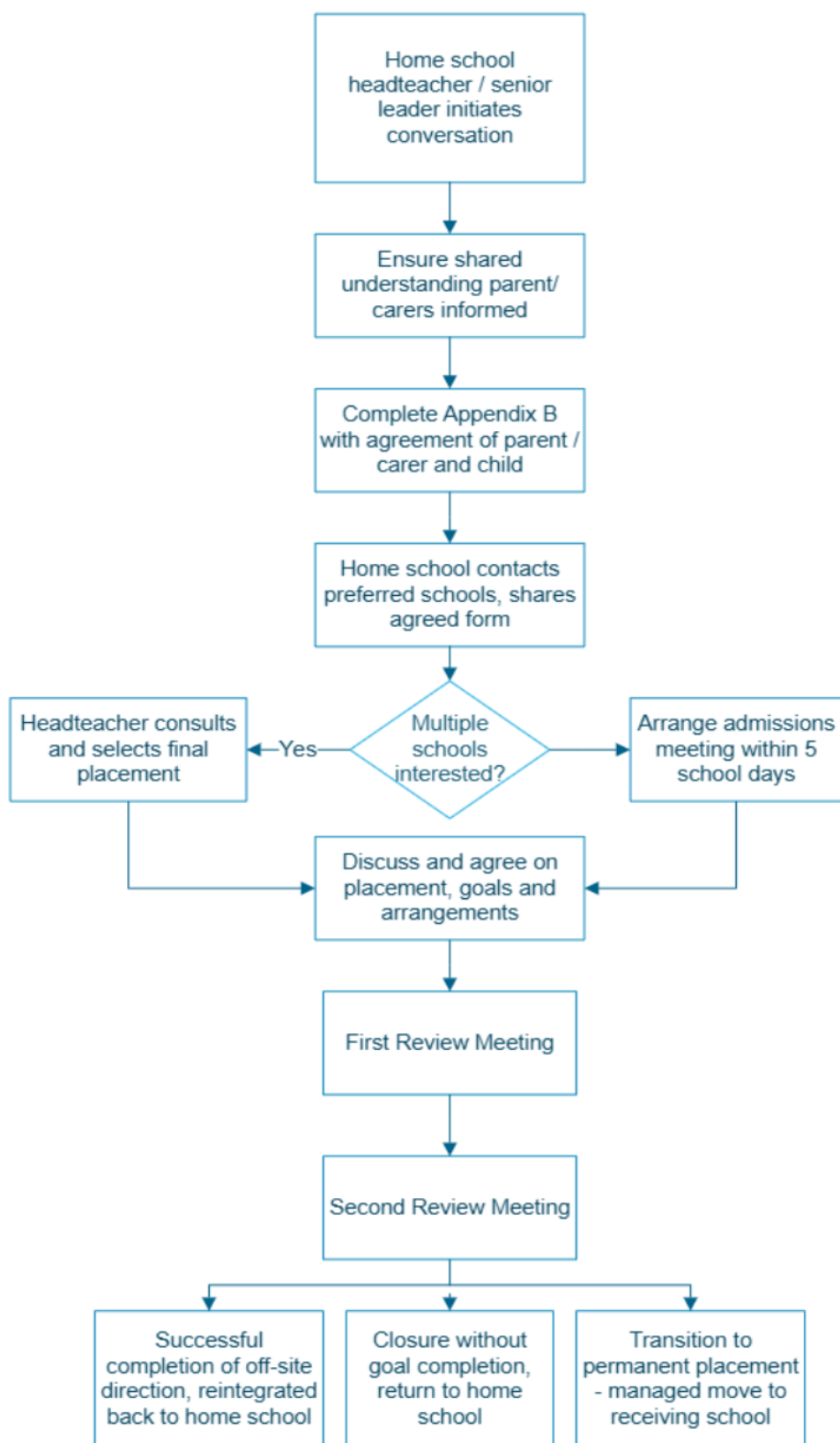
7.3 A school's complaints procedure can be followed by any person regarding the conduct of a school.

7.4 In situations where serious concerns arise, such as potential breaches of legislation around off rolling, it is important that these are promptly brought to the attention of the London Borough of Hillingdon. Doing so ensures that the child's rights remain protected and that all partners are working together to uphold legal and ethical standards.

7.5 If a parent has concerns, they are encouraged to follow the relevant school's complaints procedure, which includes engaging with the governing board. For maintained schools, the local authority may also be involved where appropriate. Throughout the process, the aim is to ensure that families feel heard and supported in resolving issues constructively.

8. Appendices

Appendix A – Flowchart



Appendix B – Off-Site Direction Process Form

Off-Site Direction Process			
To be completed by the home school and brought to initial Off-Site direction meeting			
Pupils Name:		Pupils DOB:	
Address:		Year Group:	
Parent/Carer name:		Contact number:	
Referring School:		UPN:	
SEND Status:	<input type="checkbox"/> EHCP <input type="checkbox"/> SEN Support <input type="checkbox"/> No SEN Needs	SEN Primary need:	<input type="checkbox"/> Social, Emotional & Mental Health (SEMH) <input type="checkbox"/> Cognition & Learning (C&L) <input type="checkbox"/> Communication & Interaction (C&I) <input type="checkbox"/> Physical Disability & Sensory Needs (PD&S)
LAC:		Known to Social Care:	
Attendance (YTD):		Attendance (term):	
Suspension (YTD):			
Parental Preferences: 1. 2. 3.			
Pastoral Information			
Reason for Referral to Panel (detailed summary of case history): 			
Behaviour summary (including any suspension/ exclusion information): 			
Summary of support and interventions already provided (included external agencies): 			
Current Curriculum Arrangements (if alternative timetable or alternative provision is in place): 			

Safeguarding summary (only share with consent or where not sharing would create risk for pupil or school):

Risk profile (to self-or others)

Behaviour (Type of presentation)	How often	Hazard (Potential for harm)	Level of Risk (Never, Low, Medium/High)	Opinion (O) or Knowledge (K)
Self-Harm				
Bullying				
Abusive or Violent language				
Sexually abusing/ Inappropriate behaviour				
Violent/ Aggressive/ intimidating behaviour				
Impulsive/ Dangerous behaviour				
Substance/ Alcohol misuse				
Offensive on the basis of Gender/Race/ Religion/ Disability or Sexuality (Please highlight the inappropriate)				
Absconding/ Absence				
Damage to property				
Offending behaviour (e.g. theft)				
Carrying/ Use of weapons				
Vulnerable to bullying				
Please tick in one box only for each category	Overall good	Overall satisfactory	Overall poor	
Attainment				
Effort				
Attitude to staff				
Attitude to peers				
Parent in agreement:		Child aware and in agreement:		

Appendix C – Pupil Off-Site Direction Agreement

Pupil Information	
Pupil Name:	Date of birth: Year group:
Address:	
Parent/carers name:	Contact number:
Referring School:	
Duration of off-site direction: [NUMBER] weeks:	

[PUPIL NAME] is being supported to spend a period of [NUMBER] weeks attending [HOST SCHOOL] while dual registered with their home school.

Unless any other arrangements are made, [PUPIL NAME] will return to [HOME SCHOOL] on [DD/MM/YY].
The host school agrees to:

- Explain their behaviour policy and what support will be provided to ensure a successful transition
- Encourage and support the pupil with their studies.
- Inform the home school of any important issues as they arise
- Must meet every 30 days or less depending on what is agreed for the Off-Site Direction to ensure the provision is effectively supporting the pupil

Summary of arrangements:

School Address:

School start date/s times:

Transport arrangements:

Provision information (such as summary of activities/intended outcomes/support):

Contacts at [HOST SCHOOL]:

Name:

Number:

Email Address

Key dates (to be booked at the initial meeting)

Meeting	Date	To be attended by	Venue
Review meeting 1			
Review meeting 2			
Final review meeting			

Signed by relevant party:	Date:
Parent/Carer signature:	
Pupil signature:	
Home school signature:	
Host school signature:	

Appendix D – Off-site Direction review meeting

Off-site direction review meeting	
Date of meeting:	
Pupil's name:	
Name of home school:	
Home school representative:	
Name of host school:	
Host school representative:	
Other attendees:	
Progress in provision:	
School support including level of success to date:	
Additional support agreed:	
The pupil will:	
The school will:	
The pupil's parent will:	
Any other agencies' ongoing commitments:	
Outcome of review:	

Attendees' Signatures:	
Parent:	Pupil:
Home School:	Other:
Host School:	Other:

Hillingdon's Off-Site Direction and Managed Move Protocol agreed by:

Laura Baldry – School Placement & Admissions Manager – lbaldry@hillingsdon.gov.uk

Kathryn Angelini – Assistant Director for Education – kangelini@hillingsdon.gov.uk

Implementation date: February 2026

Next review date: January 2027