

ST. DAVID'S HIGH SCHOOL

Protocol for the Transfer of Pupils

**Adopted by Governors
Reviewed October 2023**



**Flintshire LEA Protocol for
the Transfer of Pupils
- other than at normal stages**

Principles

When dealing with the transfer of pupils other than at normal stages schools should follow four common principles: -

- Equality of opportunity for all pupils
- An open, fair and balanced approach
- A sharing of information
- An appropriate response to the circumstances

Introduction

Why the need for the protocol?

Pupils transfer for a variety of reasons throughout their school life including: -

- *Behavioural —problems in school, exclusion, to avoid exclusion,*
- *Educational - religious preference, Welsh/English Medium preference, pupils with Statements of Special Educational Needs, the curriculum,*
- *Parental - parental perceptions of a school, parental tactics,*
- *Family - house move, family circumstances, care placement, traveller children.*

The process relating to the transfer of pupils varies from school to school and a commonality of approach is required to ensure consistency and fairness.

This protocol endeavours to provide guidance to schools who are involved in the transfer of pupils other than at the normal transfer stages. It is acknowledged that each pupil transfer is unique, but there are common aspects to the management of the transfer which should be shared in order to achieve a consistent approach.

This protocol promotes a mutual understanding of each school's roles and responsibilities for the effective transfer of pupils.

What is in the protocol?

The protocol contains general advice and guidance in dealing with pupil transfers other than at the normal stages.

This protocol should be applied to children in Primary, Special and High Schools.

General Advice for Schools

1. The parent/guardian should be made aware of and follow the correct Admissions procedure.
2. Parents admitting their children to a Primary School will be advised at the outset of the LEA's current policy for all children to be offered a place at their nearest, appropriate Secondary School (e.g. Welsh Medium, religious denomination).
Please refer to the LEA's most recent Admission Arrangements. Primary School
Headteachers are requested to explain this policy to parents.
3. For entry into a designated **nursery class** pupils must attend the nearest appropriate school. Parents should be advised that they have no right of preference and no right of appeal regarding nursery admissions under the School Standards and Framework Act 1998.
Rights of preference only apply from the age of Reception.
4. Pupils with Statements of Special Educational Needs should not be admitted to any school without the consent of the LEA.
5. Headteachers are advised to contact the 'Looked After Children Co-ordinator'¹ if a child is 'looked after'. (Tel. 01352 701000)

Factors for consideration

- Has the pupil a Statement of Special Educational Needs or is he/she being assessed under the 1996 Education Act?
If this is the case, then contact the Special Needs Section at County Hall (01352 704028 or 704029)
- Has the pupil a history of regular transfer between schools and is it in the child's best interest to transfer?
- If you are unsure whether earlier transfers have taken place, then please contact the LEA Admissions Officer (01352 704068) who has access to the central computer database which records previous schools attended,

Roles and Responsibilities

Where there is a specific parental request for a transfer

The school the pupil is leaving (the current or 'sending' school)

- The current headteacher or nominated person should meet with the parent/guardian to discuss the reasons for transfer.
- The current headteacher should openly and honestly share all information relating to the pupil(s) with the admitting school.
- The sending school should transfer all the pupil records within 15 school days of being notified of the pupil's admission to the 'new' school.
- Use of the Common Transfer System, s2s website, is mandatory from May 2004.
- Any further information held within school in paper only format will need to be sent to the receiving school following the electronic transfer of Common Transfer information.
- The sending school should inform the school nurse of pupil 'transfers out of the school.

The school the pupil is transferring to (the new or receiving school)

- The 'new' school should contact the current school when approached by a parent/guardian who is requesting a transfer for their child/children.
- The 'new' school should advise the parent/guardian to discuss the reasons for transfer with the current/sending school.
- If the school is considered to be full in the appropriate year group and the parent persists with the request the parent/headteacher should contact the LEA Phase Officer for advice.
- The new/receiving school should ensure that the admission is in accord with the LEA Admissions Policy and that any transport implications are identified. Parents should be advised accordingly. If headteachers require advice they should contact the LEA Admissions/Access Officer (01352 704068)
- The receiving school will issue a copy of the LEA Admission/Transfer Form (Transfer Between Schools at all Stages Other than Normal Stages) for the parent to complete and return to the school.
- The receiving school should send a copy of the Admission/Transfer Form to the LEA Admissions Officer if there is a place for the pupil within the school.
- The receiving school should not admit the pupil until LEA confirmation has been received.
- The receiving school should contact the sending school on the first day of registration of the new pupil(s) to inform the 'old' school that the pupil is now registered with them.
- The receiving school should request the pupil records from the sending school.
- The receiving school should use the Common Transfer website s2s.
- The receiving school should inform the school nurse of the 'transfer in' of new pupils.

The role of the parents/guardian

- The parent/guardian should speak to the headteacher of the school their child currently attends regarding their intention to transfer to a new school and to share with the school the reasons for that transfer.
- If the parents persist with the request to move they should contact the new school to arrange to meet with the new headteacher to discuss the reasons for the transfer and to visit the school.
- To complete the parent/guardian LEA Admission/Transfer Form (Transfer Between Schools at all Stages Other than Normal Stages) and give to the receiving headteacher.

The role of the LEA

- **The LEA will consult and issue Flintshire Schools Admission Arrangement: annually.**
- **The LEA will provide advice and support, as required, to schools and parents regarding admissions.**
- **The LEA will confirm the admission as appropriate.**

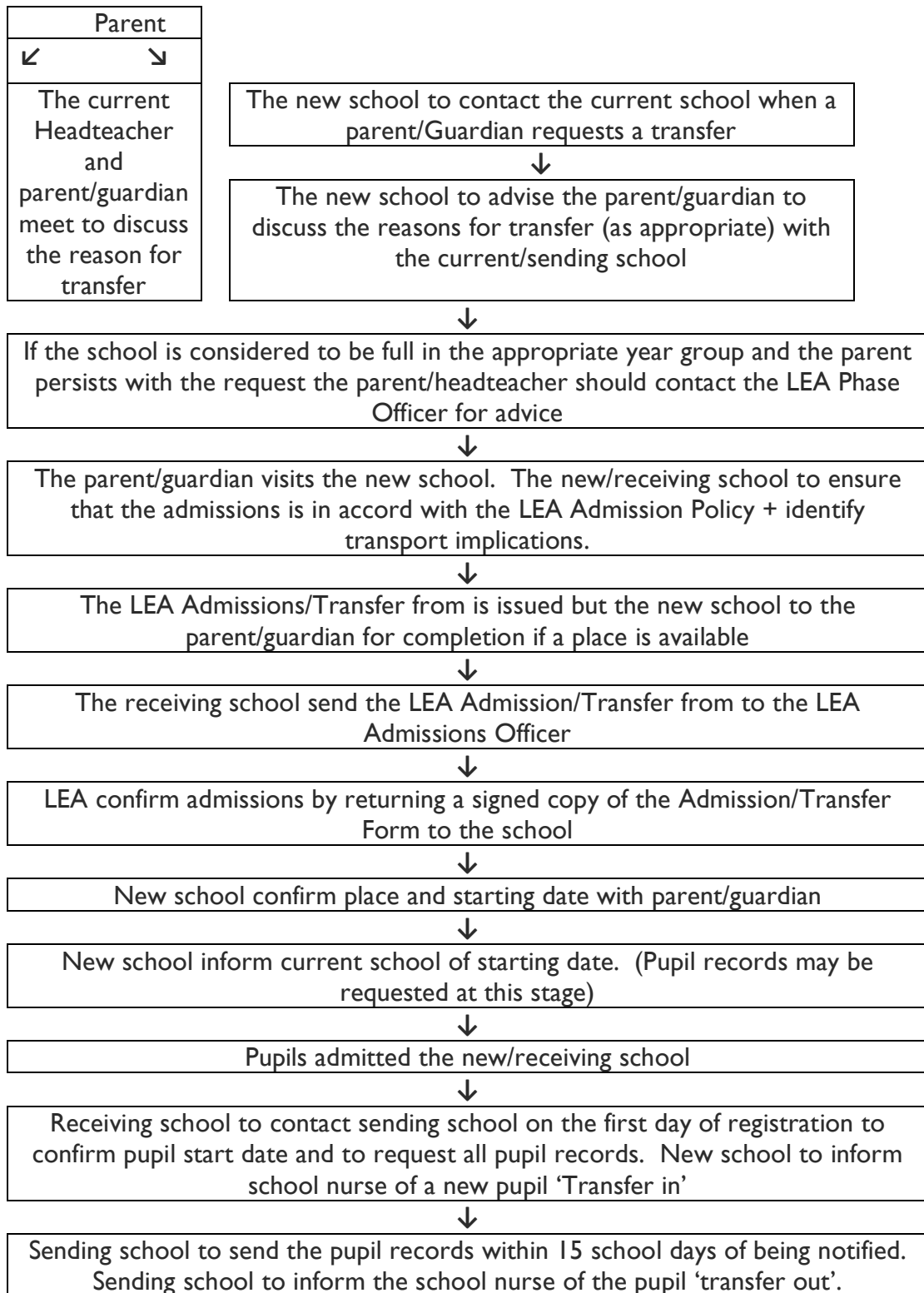
Appendix 1 _____ Transfer Protocol Flowchart

Appendix 2 _____ Exclusion - General Advice for Schools

Appendix 3 _____ LEA Admission/Transfer Form

Appendix 4 _____ Circular 18/2006

**TRANSFER OF PUPILS WITHOUT STATEMENTS
OTHER THAN AT NORMAL STAGES**



Appendix 2

EXCLUSION

General Advice for Schools

When a child has been permanently excluded the parents have a right to express their preference for another school. The LEA is the admitting authority. If the LEA refuse admittance to an LEA controlled school the LEA must tell the parents why and give details of alternative provision. If admittance is requested into a school outside the LEA's control the admitting authority for the school must do this.

The parents then have a right to appeal against the LEA's/Admitting Authority's decision not to admit their child to the preferred school.

Providing that the admission criteria below are met the LEA cannot refuse admission to a school.

- the school is not full in the normal year of entry,
- the school is able to deliver the curriculum in accordance with an SEN statement,
- the school is not the one that has permanently excluded the pupil,
- admission would not prejudice the provision of efficient education or the efficient use of resources. Under the proviso it is unacceptable for a school to refuse to admit a child thought to be potentially disruptive or to exhibit challenging behaviour unless:
 - it already has a particularly high concentration of pupils with challenging behaviour,
 - it is trying to improve its standards from a low base as a result of inspection which categorised the school in need of special measures or of having serious weaknesses,
 - the child has already been permanently excluded twice.

Schools can refuse admission to a child who has been permanently excluded twice.

Factors for Consideration by the LEA

The LEA should ensure that it has sufficient information from the excluding school to assess whether the pupil is at risk of further disaffection because of serious learning difficulties, specific learning difficulties, attitude, literacy, behaviour, non-attendance or serious difficulty in the family home.

The LEA will take account of the fact that pupils settling into a new school after permanent exclusion will be at greater risk of disaffection because of their education and their ability to form positive relationships may have been disrupted. However, children are also at risk of serious disaffection if they experience rejection from a school's unwillingness to allow them a fresh start.

Schools that admit pupils who have been permanently excluded from other schools must be willing and able to play their fair part in devising a strategy to address the pupil's future, through the preparation of a Personal Support Plan (This may involve multi-agency consultation, especially in the case of Looked After Children.) The PSP should include arrangements for monthly review.

The LEA must also be able to give a commitment to fully support the PSP from existing LEA support agencies and/or appropriate additional resources in or out of school.

Excluded pupils should only be educated outside mainstream schools where there are significant problems that are being addressed in a different environment, but the aim for all but a very few should be to reintegrate them into a mainstream school in the shortest possible time.

A school's Behaviour Policy should set out;

- the boundaries of what is acceptable -
the hierarchy of sanctions
- arrangements for their consistent and fair application
 - a linked system of rewards for good behaviour
- an effective strategy against bullying
- effective and clear arrangements to support teachers and other staff dealing with pupils who cause difficulties
- a commitment to involving parents as partners in the planning and management of their child's behaviour. To this end a home school agreement may be needed to ensure clarity of roles and common purpose

Where a child is looked after by another local authority the headteacher is advised to contact the LEA prior to agreeing admission.