



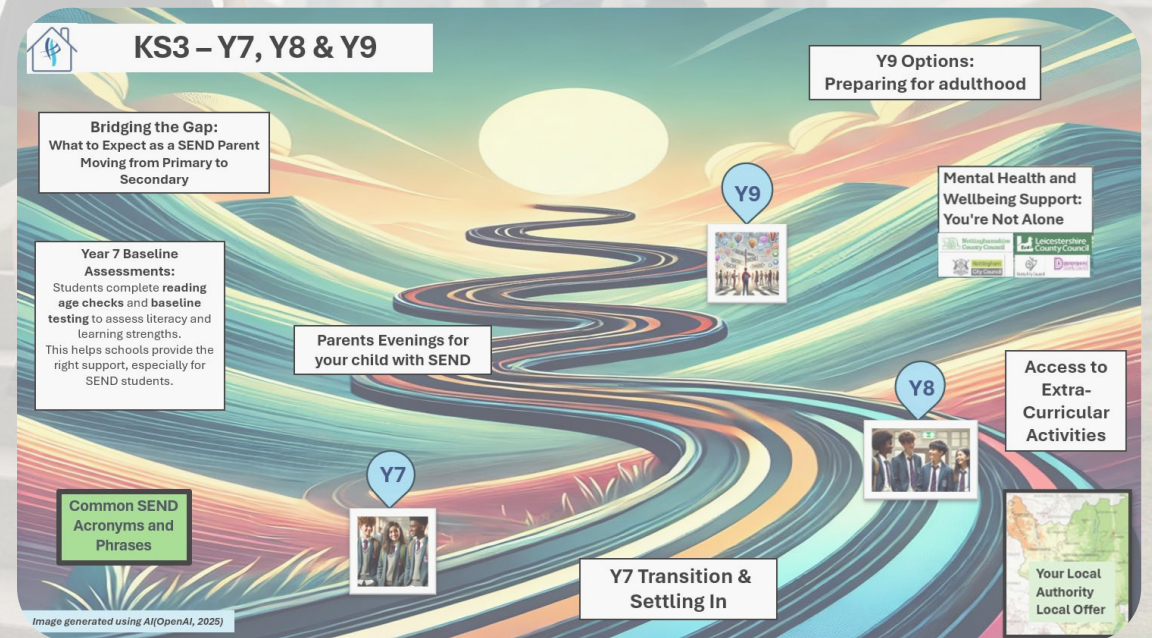
A supportive guide to navigating the SEND system
and education with EMET, for parents and students

EMET SEND Road Map Secondary School Y7-9



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EAST Midlands SEND Support: Your Local Authority Local Offer

What is the SEND Local Offer?

The **SEND Local Offer** is a guide to services and support for children and young people with **Special Educational Needs and Disabilities (SEND)** in your area. It helps you find the right help quickly.

What's included?



Education – Support in school, nursery, or college to help your child learn (e.g. help in class, support plans, EHCPs).



Health – Services like **speech and language therapy**, support for **mental health**, or help with medical needs.



Social Care – Help at home or in the community, including **family support**, **short breaks**, and **respite care**.



Activities – Local **clubs, groups, and events** where your child can make friends and build confidence.



Advice – Easy-to-understand information about things like **EHCPs, benefits, support services**, and your **rights as a parent**.

Why use it?

- **Easy Access:** All services in one place.
- **Choices:** Clear options for support.
- **Help:** Know where to turn for advice.

Links to your local offer are on the next page:





EAST Midlands SEND Support: Your Local Authority Local Offer

Nottinghamshire:



[Nottinghamshire Early Years SEND Local Offer](#)

[Nottshelpyourself | SEND Local Offer](#)

Derby City:



[Derby City Early Years SEND information for parents](#)

[Derby's SEND Local Offer - Derby City Council](#)

Nottingham City:



[Early Years - Nottingham City Council](#)

[Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory](#)

Derbyshire:



[Derbyshire Early Years SEND information for Parents](#)

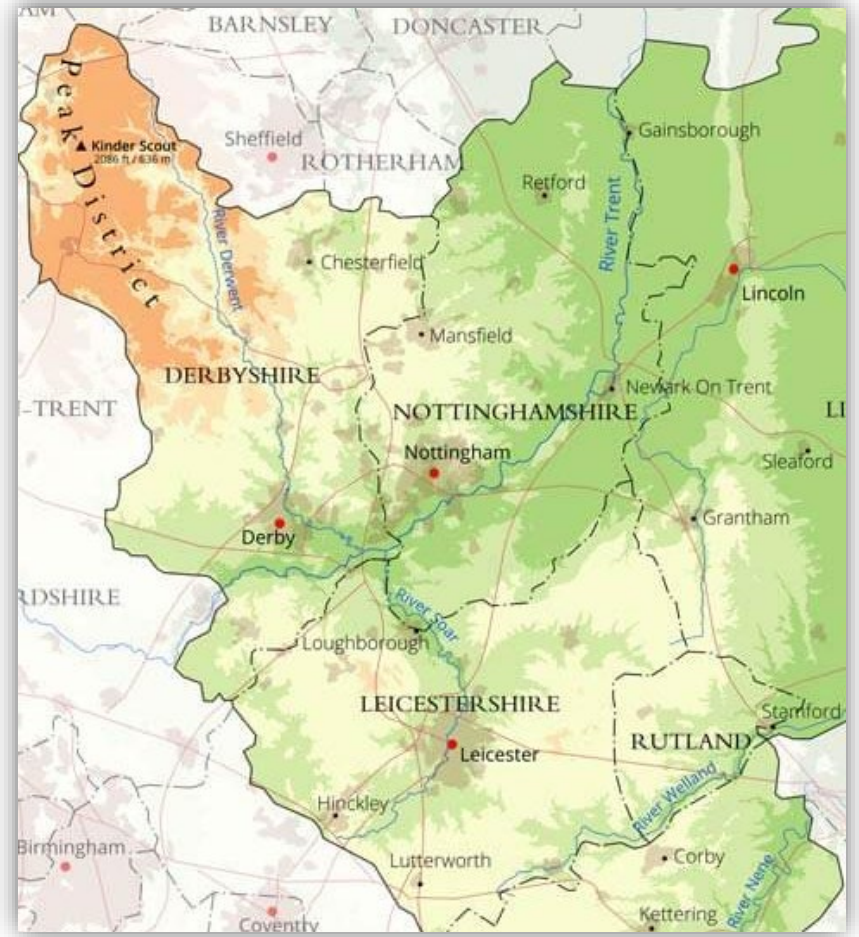
[Home - Derbyshire Local Offer](#)

Leicestershire:



[Leicestershire Early Years SEND information for parents](#)

[What is the Local Offer | Leicestershire County Council](#)





KS3 – Y7, Y8 & Y9

**Y9 Options:
Preparing for adulthood**

**Bridging the Gap:
What to Expect as a SEND Parent
Moving from Primary to
Secondary**

**Year 7 Baseline
Assessments:**
Students complete **reading
age checks** and **baseline
testing** to assess literacy and
learning strengths.
This helps schools provide the
right support, especially for
SEND students.

**Parents Evenings for
your child with SEND**

Y9



**Mental Health and
Wellbeing Support:
You're Not Alone**



Y8

**Access to
Extra-
Curricular
Activities**

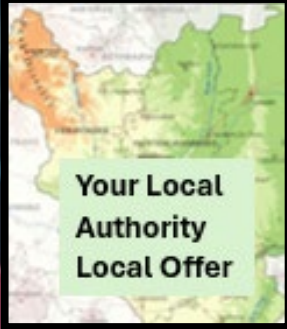


Y7

**Common SEND
Acronyms and
Phrases**



**Y7 Transition &
Settling In**



**Your Local
Authority
Local Offer**



Bridging the Gap: What to Expect as a SEND Parent Moving from Primary to Secondary



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Transitioning from primary to secondary school is a significant step for any child, but for students with Special Educational Needs and Disabilities (SEND), it can feel even more daunting. The structures and processes that were familiar in primary school shift, requiring a greater emphasis on **independent skills, executive function, and new channels of communication**. Understanding these changes can help you **advocate for your child and support their growing independence**.

In This Section:

- A. The Shift Towards Independence & Executive Function
- B. Changes in Communication & Support Structures





The Shift Towards Independence & Developing Executive Function

In secondary school, students are expected to **manage their own learning, timetable, and organisation**. This can be a big change from primary school, especially for children with SEND.

To support your child, it's helpful to build something called **executive function skills**. These are the skills we use to plan, stay organised, manage time, and solve problems. Some children need extra support to develop these skills – and that's OK.

Here's 3 steps to take to help at home:

1. Time Management & Organisation



Use a **planner, visual timetable, or digital calendar** to keep track of homework, lessons, and deadlines.





Help your child **pack their bag the night before** and keep school items in set places at home.







2. Self-Advocacy (Asking for Help)


 In secondary school, most students are expected to tell teachers when they need support.

 Practise conversations with your child so they feel confident asking for help or using their SEND passport.

3. Managing Transitions & Change

 Secondary students move around the school for different subjects – this can be confusing

 Try colour-coding books and using a school map to practise moving between rooms.

 Create a **visual routine** at home to help your child feel more prepared.

These small strategies can make a big difference in helping your child feel **confident, capable, and ready for the next step** in their school journey.





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B. Changes in Communication & Support Structures

In primary school, parents are often in direct communication with **class teachers and the SENCO** (Special Educational Needs Coordinator), with regular check-ins and an open-door policy in many schools. In secondary school, communication becomes more structured:

- **The Role of the Tutor and Head of Year:**
Your child will now have multiple subject teachers rather than one main class teacher. Their **form tutor** becomes the first point of contact for pastoral support, while the **Head of Year** oversees overall progress and wellbeing.
- **Accessing the SENCO:**
The SENCO remains a key figure, but **contact should usually be made through the form tutor or Head of Year first** before escalating to the SENCO. This ensures **classroom concerns are addressed at the subject level** before additional SEND interventions are considered.
- **Communication Methods:**
Secondary schools often use **email, online parent portals, and scheduled review meetings** rather than informal daily interactions at pick-up time. Familiarising yourself with your school's **communication policy** is essential.

Year 7: Transition & Settling In

What Parents Can Do to Support the Transition





Encouraging Your Child to Access Extra-Curricular Activities in Secondary School



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At EMET, we believe every child should have access to extra-curricular activities, regardless of need. These experiences build confidence, friendships, and new interests. We recognise that students with SEND or an EHCP may need extra support, and we're committed to working with families to ensure all students feel included and able to participate fully in school life.

The Benefits of Extra-Curricular Activities for SEND Students:

- Many students thrive when they have opportunities outside of lessons to explore their interests and strengths. Participation in extra-curricular activities can:
 - ✓ Help your child develop friendships in a structured, low-pressure environment.
 - ✓ Boost self-confidence through success in non-academic settings.
 - ✓ Provide sensory regulation, particularly through sports and movement-based activities.
 - ✓ Encourage independence and self-management in a safe and supportive space.
 - ✓ Offer valuable experiences that contribute to their future education, training, or career choices.



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Making Extra-Curricular Activities More Accessible

We understand that for some students with SEND, taking part in extra-curricular activities can feel overwhelming. Schools across EMET are committed to removing barriers and providing the right support, such as:

- **Gradual introductions:** If your child is anxious about trying something new, we can arrange **trial sessions**.
- **Flexible participation:** Some clubs and activities allow students to **join in for part of a session** until they feel more confident.
- **Lunchtime options:** If after-school clubs aren't possible, many schools offer **lunch and breaktime activities** that may be easier to access.
- If your child is interested in a particular activity but is unsure how to join in, please speak to their **form tutor or pastoral team**. We want to work with you to make sure that every child can enjoy school life outside the classroom.

What If Your Child Has an EHCP?

- For students with an EHCP, schools have a duty to **ensure equal access to enrichment activities**. This can be discussed with your child's tutor, who may consult the SENCO if adjustments are needed.



Extra-Curricular Activities : How You Can Support Your Child:



Explore	Explore what's on offer: Your school can provide a list of available activities, and staff can advise on options that may suit your child's needs.
Encourage	Encourage small steps: If a full session feels overwhelming, trying a shorter session can help build confidence.
Speak	Speak with school staff: Form tutors, SENDCOs, and pastoral teams are happy to discuss ways to make participation easier for your child.
Look	Look at community opportunities: If school-based activities don't feel like the right fit, local clubs, sports teams, or creative groups may offer more tailored support.

Final Thoughts

- Every student should have the opportunity to explore their talents, enjoy social experiences, and feel part of the wider school community. If your child has **worries about joining a club or activity**, please talk to us. Together, we can help them find something that **brings them joy, builds their confidence, and makes them feel included**.
- At EMET, inclusion is at the heart of everything we do. We are committed to working in partnership with families to ensure that all students can **access, enjoy, and thrive in** the full breadth of school life.

If you have any questions, please do not hesitate to reach out to your school's SEND or pastoral team—we are here to help.



Parents' Evening: A Guide for Parents of SEND Pupils

Before the Meeting:

- ✓ **List key concerns** (progress, support, friendships, well-being).
- ✓ **Review reports** and SEND support plans.
- ✓ **Email key staff** in advance if needed.
- ✓ **During the Meeting:**

- ◆ **Ask about support** – How is learning adapted?
- ◆ **Check progress** – Are interventions working?
- ◆ **Raise concerns** – Behaviour, homework, friendships.
- ◆ **Agree next steps** – What support will continue/change?

After the Meeting:

- 📌 **Talk to your child** about feedback.
- 📌 **Follow up** with key staff if needed.
- 📌 **Keep communication open** for ongoing support.





Year 9 Options: Preparing for Adulthood

Year 9 is a key milestone where students begin to make decisions about their **future education, careers, and independent living skills**. For students with **SEND or an EHCP**, these choices should be carefully planned to ensure they align with their strengths, aspirations, and long-term needs.

1. Understanding the Options

- ✓ **GCSEs – What are the options?** – Discuss which qualifications match your child's abilities and learning style. **Attend options evenings & careers events** at school.
- ✓ **Alternative pathways** – Some schools may be in a position to offer **vocational courses or life skills programmes**.
- ✓ **Exam Access Arrangements** – School will ensure necessary adjustments (extra time, scribe, reader) are in place where needed in line with JCQ regulations.



Next →



Year 9: Options: Preparing for Adulthood

2. Careers & Future Planning

- ◆ **Start exploring careers** – Schools offer career guidance, but parents can support by discussing **interests, strengths, and potential career paths**.
- ◆ **Post-16 options** – Consider **college, apprenticeships, work-based learning, or specialist SEND provisions**.
- ◆ **Work experience** – Some students may be offered opportunities to **develop independence and workplace skills**.





Supporting Independence at Home: Preparing for the Future

As your child approaches KS4, developing **independence and confidence** at home will help them manage the increasing expectations of secondary school and beyond. Small, manageable steps now can make a big difference in their readiness for adulthood.

Ways to Encourage Independence:

Daily Routines – Encourage them to take responsibility for **organising their school bag, setting an alarm, and managing homework deadlines.**

Household Tasks – Start with small chores like **making their bed, helping with cooking, or managing pocket money** to build life skills.

Decision-Making – Offer **structured choices** (e.g., planning their own lunch or outfit) to develop confidence in making decisions.

Self-Advocacy – Encourage them to **ask for help, communicate their needs, and take ownership of their learning and support.**

Travel training – Learning to use public transport safely.



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Preparing for Adulthood:
Supporting Young People to Take
Their Next Step



Education, Health and Care Plan



Year 9 EHCP Review: Preparing for Adulthood

The **Year 9 EHCP review** is a key milestone, focusing on **future aspirations, independence, and post-16 planning**. It ensures the right support is in place for education, employment, and life skills.

Key Areas to Discuss: