



EMET EYFS & KS1 SEND Road Map

A supportive parent/carers guide to navigating the SEND system and education with EMET



Y1



Y2

EMET SEND Road Map

The Journey...



Y3



Y4



Y5



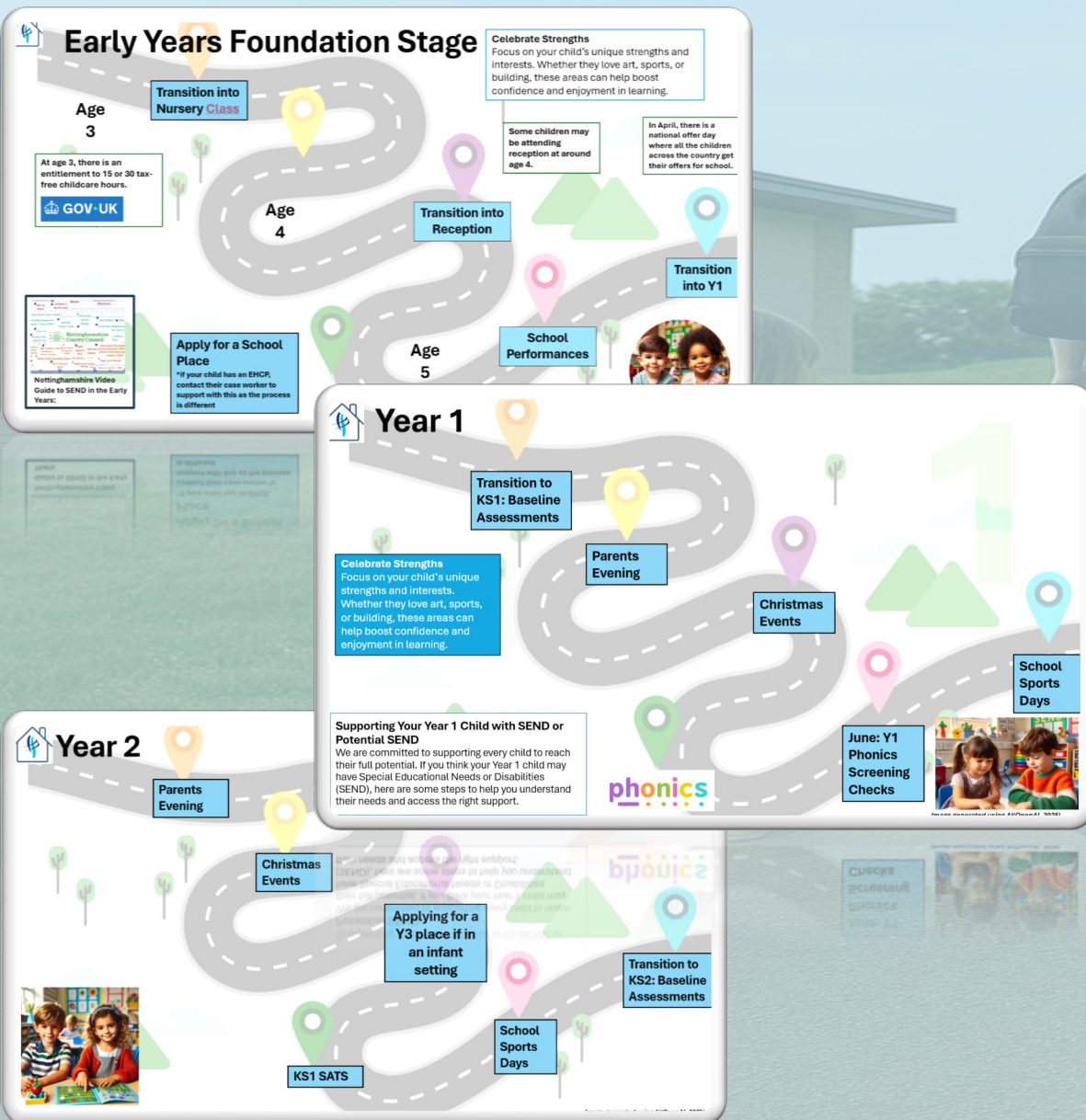
Y6

A supportive guide to navigating SEND education with EMET





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EAST Midlands SEND Support: Your Local Authority Local Offer

What is the SEND Local Offer?

A one-stop guide to services and support for children and young people with SEND in your area — helping you find the right help quickly.

What's Included:

- **Education** – Support in schools, nurseries, and colleges
- **Health** – Speech therapy, mental health, medical care
- **Social Care** – Respite, short breaks, family support
- **Activities** – Clubs, events, and support groups
- **Advice** – EHCPs, funding, and your rights

Why Use It?

- **Quick access** to local services
- **Clear choices** for support
- **Reliable advice** when you need it

Nottinghamshire:  Nottinghamshire County Council

[Nottinghamshire Early Years SEND Local Offer](#)

[Nottshelpyourself | SEND Local Offer](#)

Nottingham City:



[Early Years - Nottingham City Council](#)

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

Derby City:



Derby City Council

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

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

Derbyshire:



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

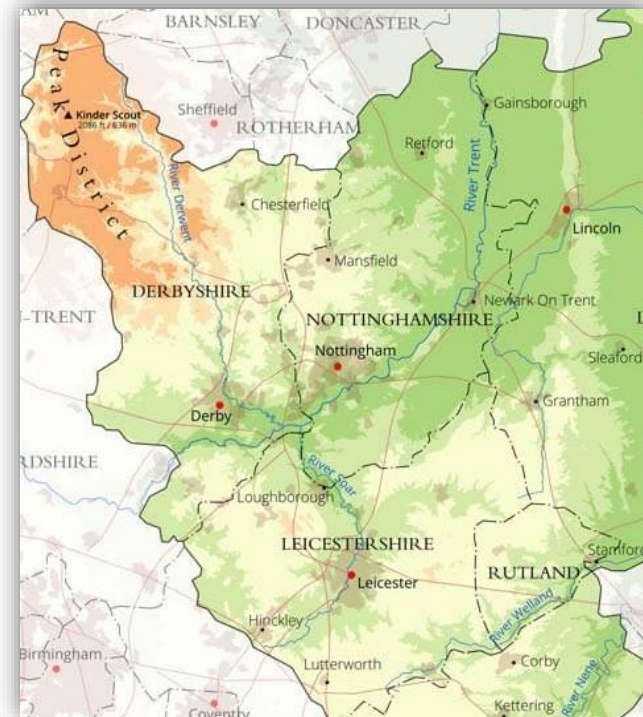
[Home - Derbyshire Local Offer](#)

Leicestershire:



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

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





Early Years Foundation Stage

Age
3

Transition into
Nursery Class

At age 3, there is an entitlement to 15 or 30 tax-free childcare hours.



Celebrate Strengths

Focus on your child's unique strengths and interests. Whether they love art, sports, or building, these areas can help boost confidence and enjoyment in learning.

Some children may be attending reception at around age 4.

In April, there is a national offer day where all the children across the country get their offers for school.

Age
4

Transition into
Reception

Transition
into Y1

Age
5

School
Performances

Apply for a School
Place

*if your child has an EHCP, contact their case worker to support with this as the process is different





Choosing a School for your Child with SEND:

When choosing a school for your child with SEND, visit potential schools to see how they support children with additional needs. Speak with the **SENCo** and ask about the school's SEND provision, including tailored support, interventions, and their approach to inclusion. Review the school's **SEND Information Report** on their website, and consider how well the school's environment and ethos align with your child's needs. If you need help, contact your local **SENDIASS** for advice.

Links to local authority schools portals:

Derby City : [School admissions - Derby City Council](#)

Derbyshire : [Apply for a school place - Derbyshire County Council](#)

Nottinghamshire : [School admissions hub | Nottinghamshire County Council](#)

Leicestershire : [Apply for a school place | Leicestershire County Council](#)

Choosing and Applying for a School Place for Your Child with an EHCP:



If your child has an **EHCP**, the process is managed by the **local authority**, not the standard admissions system.

1. Contact Your EHCP Coordinator

- Discuss your preferred schools during the EHCP annual review or transition meeting.
- Choose a mainstream or special school based on your child's needs.

2. School Consultation

- The local authority will contact your preferred school(s) to confirm they can meet your child's needs.
- Schools must admit your child if they agree to provide the required support.

3. Placement Decision

- The chosen school will be named in Section I of the EHCP.
- You'll receive confirmation by **15th February** before the September start.

4. Need Help?

Contact **SENDIASS** or your EHCP coordinator for advice and support.



Transition: Early Years Foundation Stage

A positive transition is key to helping your child feel happy and safe in their early years setting. Here are some points to consider:

- Contact the nursery/school and request an additional discussion or visit to discuss your child's special educational needs (SEND).
- If your child has an Education Health Care Plan (EHCP), the named school will be involved in their next review.
- Important SEND information to pass on to your child's EYFS (Early Years Foundation Stage) setting:
 1. Areas of strength and what strategies work best for your child.
 2. Information about your child's support needs, any diagnosis in place, and any supporting documentation.
 3. Names and contacts of medical professionals involved with your child's care.
 4. Useful reports, assessments and recommendations (eg. speech and language reports, paediatrician assessments)



Please see the following links looking at age related development. This may help you in understanding and communicating your child's strengths and needs to school settings:

[Speech and Language UK Help for Families](#)

[Development Milestones Birth-Three](#)



First School Performances – Navigating and Celebrating

- 🌟 **Celebrate every step**
Whether they're centre stage or waving from the back – it's a milestone. Be proud.
- 🧠 **Plan for sensory needs**
Lights, noise and crowds can be overwhelming. Ask about ear defenders, calm spaces, or simpler costumes.
- 🤝 **Inclusion over perfection**
Participation matters more than performance. Roles can be adapted to suit their strengths.
- 🔔 **Talk to school early**
Share what helps your child feel safe and supported. A rehearsal visit or smaller role might help.
- 🏠 **Prepare gently at home**
Use visuals, practise in short bursts, and keep it fun – no pressure!
- ❤️ **Reassure & praise**
“It's OK to feel nervous – just giving it a go is amazing.”
Celebrate in their way afterwards.





Year 1

**Transition to
KS1: Baseline
Assessments**

Celebrate Strengths

Focus on your child's unique strengths and interests. Whether they love art, sports, or building, these areas can help boost confidence and enjoyment in learning.

**Parents
Evening**

**Christmas
Events**

**School
Sports
Days**

Supporting Your Year 1 Child with SEND or Potential SEND

We are committed to supporting every child to reach their full potential. If you think your Year 1 child may have Special Educational Needs or Disabilities (SEND), here are some steps to help you understand their needs and access the right support.

phonics

**June: Y1
Phonics
Screening
Checks**



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Year 1

Support for Your Year 1 Child with SEND or Emerging Needs



What to Watch For: Share concerns about:

- Learning difficulties (e.g., phonics, maths, following instructions).
- Communication challenges (limited vocabulary, expressing ideas).
- Fine motor skills (writing, using scissors).
- Social or emotional struggles (friendships, behaviour).

Next Steps:

- Work with the school on strategies like adaptive teaching or small-group support.
- Request assessments if you remain concerned.
- Explore external support or apply for an EHCP if needed.

Child Development

Note: It's important to remember that children develop at very different rates. Not meeting some milestones does not necessarily mean your child has SEND. However, if you have ongoing concerns, it's worth exploring further

Stay Involved

Regularly communicate with the school and track progress.



Parents' Evenings: What to Expect & How to Prepare

🏠 What to Expect

Parents' evenings are short appointments (5–10 mins) to discuss your child's:

- Academic progress
- Attitude to learning
- Friendships and behaviour
- Classroom engagement

They're not designed to cover SEND in detail.

✅ How to Prepare

- Talk to your child before the meeting
- Note any questions you want to ask
- Focus on *your* child's progress, not comparisons
- Bring a notepad or use your phone to record key points

Helpful questions:

- How is my child doing in reading, writing, or maths?
- Are there any behaviour or concentration concerns?
- How can we support learning at home?

💬 For Families of Children with SEND

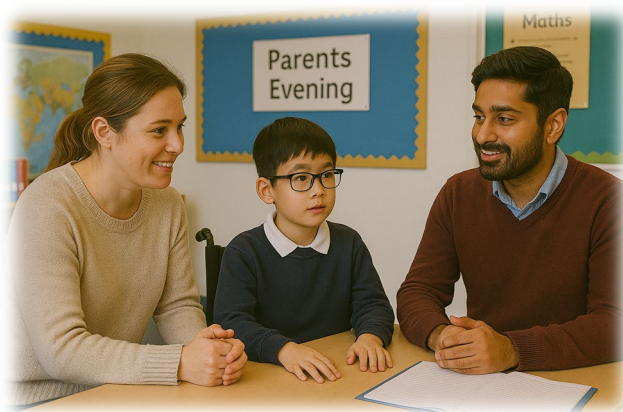
SEND needs require more time than a standard slot allows.

Ask for a **separate SEND meeting** with the SENCO to:

- Review support or EHCP plans
- Discuss emotional, sensory, or social needs
- Plan next steps together



Book this in addition to your parents' evening slot.



💡 Quick Tips

- Stay calm and positive – it's a partnership
- Ask for a follow-up if needed
- Phone or video meetings can be arranged if you can't attend

Together, we support your child to thrive.



Year 1 **phonics** Check

What is phonics?

Phonics helps children understand how letters and sounds work together so they can read and spell. Children learn to *blend* sounds to read (e.g. **c-a-t** → **cat**) and *segment* them to spell.

All children take part in phonics at a level appropriate to their development.

Teaching is tailored and inclusive:

Early phases: exploring environmental sounds, rhythm, rhyme, and listening through play and songs.

Later phases: learning letter-sound links, blending and segmenting, recognising tricky words, and reading with fluency. Some children may remain on earlier phases longer or receive extra support (e.g. small-group or 1:1 teaching, visuals, signing, or multisensory strategies).



The Phonics Screening Check

All Year 1 pupils take a short phonics screening check in June.

Year 2 pupils retake it if they missed it or didn't yet meet the expected standard.

Some children may be exempt if the check isn't appropriate (for example, those using BSL or working significantly below the level). The headteacher will discuss this with you.

💡 Supporting Your Child

Each school follows a **systematic synthetic phonics scheme** (e.g. *Little Wandle*, *Read Write Inc.*, *Sounds Write*).

It's important that parents use resources linked to the school's chosen scheme to maintain **consistency and fidelity** — your child's teacher or SENCO can share these and guide you.

Helpful resources:

- [British Dyslexia Association](#)
- [Speech and Language UK](#)



Year 2

Parents Evening

Christmas Events

Applying for a Y3 place if in an infant setting

Transition to KS2: Baseline Assessments

School Sports Days

KS1 SATS





Year 2

Assessment and Transition – the last year of KS1



How Will My Child Be Assessed?

Not all children will take SATs. Some are assessed in other ways that better suit their needs.

Schools may still use teacher assessments at Key Stage 1, but this is no longer required.

Children with SEND may follow a more personalised curriculum, with progress tracked using tools like:

- **B-Squared**
- **PIVATS**
- **Autism Education Trust framework**
- **Boxall Profiles**



Speak to your school to learn how your child's progress is measured.

Moving from Year 2 to Year 3

Transition to Key Stage 2 brings new routines and greater independence. With the right support, most children adapt well.

If your child has an EHCP:

- A **phase transfer review** must take place to plan for Year 3
- This helps ensure the right support is in place and the setting is suitable

If staying at the same school:

- **Meeting with the SENCO and Year 3 staff**
- **Classroom visits** to ease the change
- Use of **visuals or social stories** to prepare

If moving schools:

- Check the school can **meet your child's needs**
- Consider the **environment, staff training**, and inclusive approach

Ruby's transition Book



Talk to your child's current and future school early to help plan a smooth transition.



KS1



Sports Day & SEND: Parent Tips

Preparation

- Ask for a timetable or social story so your child knows what to expect.
- Visit the field or hall in advance; show photos or videos if available.
- Plan for sensory needs — headphones, sun hat, quiet space, comfort item.
- Agree who your child can go to if they feel overwhelmed.
- Let your child choose activities where possible; focus on fun, not winning.
- Pack essentials: water, sun cream, snacks, medication, layers.

On the Day

- Celebrate effort and participation over performance.
- Stay calm if plans change — flexibility helps everyone.
- Watch for signs of overload; it's okay for your child to take breaks or observe.
- Communicate with staff and avoid comparisons with others.

Afterwards

- Praise specific behaviours (“You waited so patiently,” “You cheered your team”).
- Talk about what went well and what was hard.
- Offer quiet downtime — the day can be exhausting.



FAQs

If they don't want to race: ask about supportive roles (equipment, cheering).

If they need to leave: agree a calm space or signal in advance.

Can I stay nearby? Usually yes — check with school.

Adjustments? Schools must make reasonable adaptations for safety and inclusion.



Remember: Sports Day is about belonging, confidence, and joy — not medals