



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

# EMET Y5&6 (UKS2) SEND Road Map







# Years 5 & 6 – Upper KS2

**Y5**

**Secondary school  
open days /evenings**

**Y6**

**Early Transition  
Planning –  
choosing your next  
school**

**Phase Transfer  
EHCP annual  
review.**

**June: SAT's and  
Assessment**

**Leaving  
Primary!**

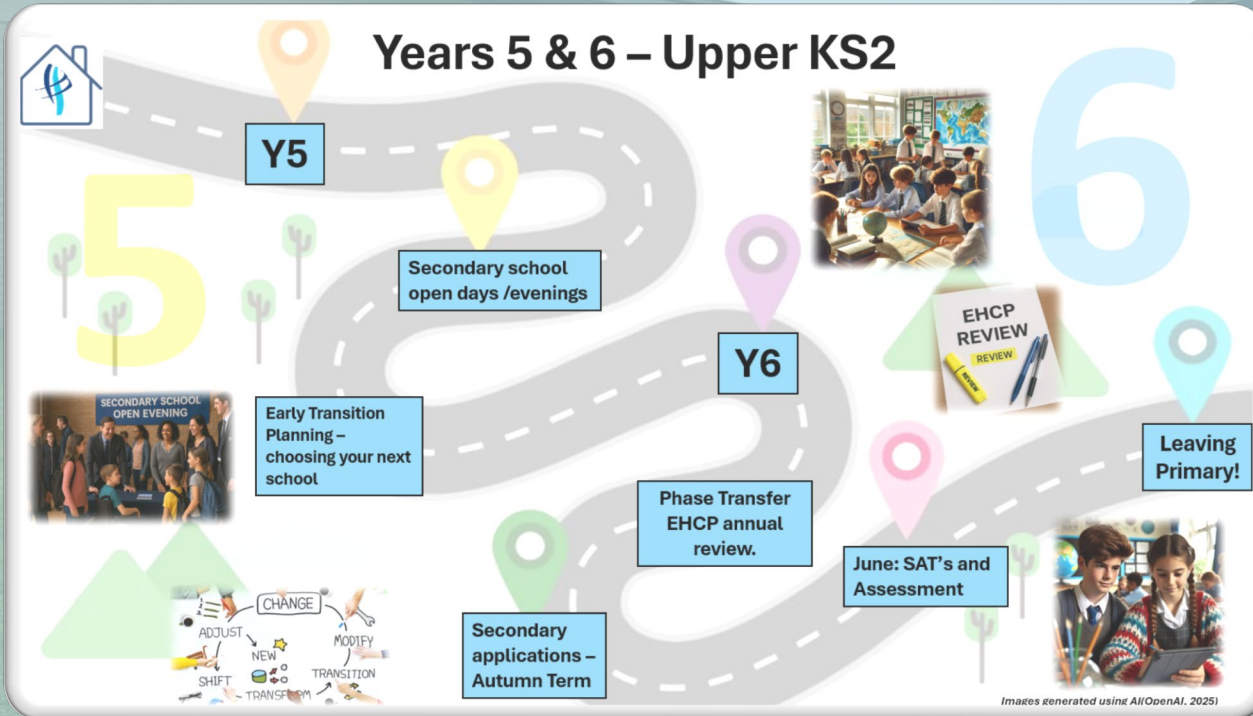
**Secondary  
applications –  
Autumn Term**







# Contents Y5&6: UKS2



- [Local Offer](#)
- [1. Year 5](#)
- [2. Secondary School Open Evenings](#)
- [Practical Tips for Parents – Open Evenings](#)
- [Questions parents of pupils with SEND may want to ask secondary schools](#)
- [5. Early 'Phase Transfer' EHCP Review](#)
- [6. Choosing a secondary School for your Child with SEND](#)
- [7. End of Key Stage 2 SATs Test for Children with SEND – What Year 6 Parents Need to Know](#)
- [8. SATs: What Support Can Be Provided?](#)
- [Y6 Leavers](#)



# 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](#)

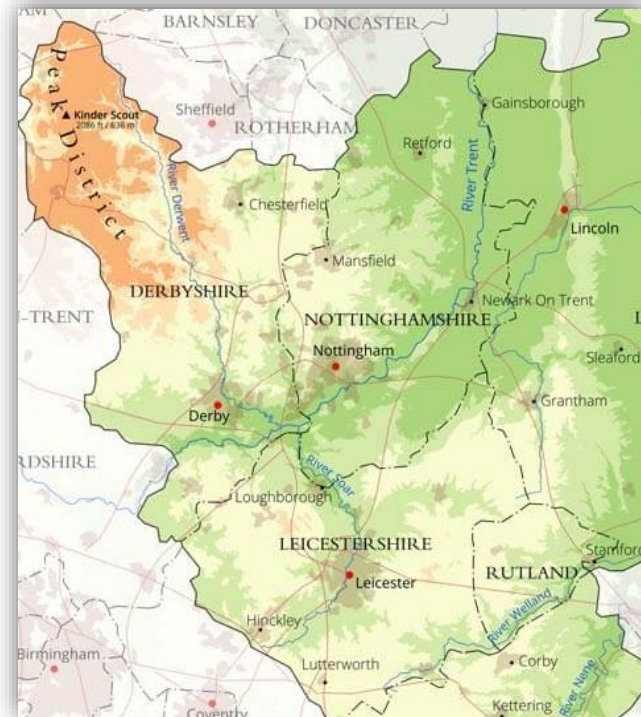
[Home - Derbyshire Local Offer](#)

**Leicestershire:**



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

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







# Year 5

This is your child's second-to-last year in primary school!



## Start Planning the Secondary Transition Early

- Research Secondary Schools:** Identify schools with strong SEND provision. Consider both mainstream and special schools if applicable.
- Visit Schools:** Attend open days with your child. Ask to meet the SENCO (Special Educational Needs Coordinator) and see how SEND students are supported.
- Check Admission Criteria:** Some schools may offer priority places for children with SEND, especially if they have an **EHCP**.

## Review and Update the EHCP (if applicable)

- Annual Review Timing:** Ensure a thorough review happens in Year 5. This review should start preparing for the move to secondary school.

## Promote Independence Skills

- Life Skills:** Begin working on organisational, social, and self-help skills that will be important in secondary school.
- Confidence Building:** Consider structured activities outside of school to develop resilience and self-esteem.



# Secondary School Open Evenings

## When Are They?

Usually held between September and November of Year 6.  
Dates are advertised on school websites and local authority admissions pages

## Why They're Important if your child has an EHCP

- Open evenings are your chance to:
- Visit potential schools in person.
- Assess whether the school can meet your child's needs.
- Meet the SENCO and support staff.
- Ask about SEND support, facilities, and inclusion in the wider school community
- This visit helps inform your decision on which school you want named in the EHCP — and that school must be consulted by the local authority before they issue the final plan.



Continue on next page





### **Practical Tips**

Book early: Some open evenings need advance registration.

Bring your child, if possible — their feelings matter too.

Ask to arrange a separate visit if: Your child may be overwhelmed by a busy open evening.

You want a longer or quieter conversation with the SENCO.

Take notes on what each school offers to compare later.

### **After the Open Evenings**

Reflect on whether each school could reasonably meet your child's needs.

Be ready to express a clear preference during the EHCP review process.

If you have a preferred school, mention it at the early EHCP review so it can be named in Section I of the plan.

### **Special Tip:**

If the school you want is outside your local authority area, the local authority must still consult that school if you request it during the EHCP process.

**Open evenings help you make a well-informed case.**





Images generated using AI(OpenAI, 2025)

## What to Look for as a Parent of a Child with an EHCP

### Key Questions to Ask:

- Who is the SENCO and how are they involved day-to-day?
- How is the EHCP delivered in practice?
- What experience do they have with children with similar needs?
- What is the transition support like for pupils with SEND?
- How are teaching assistants deployed?
- Is there a quiet room, sensory space, or other relevant provision?
- What does peer support and inclusion look like?
- Can they offer reasonable adjustments and individualised support?

### What to Observe:

- Is the school environment calm and structured?
- Are staff welcoming and informed about SEND?
- Do current students with SEND appear supported and included?
- Are classrooms and communal areas accessible?

Continue on next page







# Year 6

## Early 'Phase Transfer' EHCP Review

### What is an "Early" EHCP Review?

In Year 6, the annual review is brought forward (usually in the autumn term, by the end of the autumn term or by early spring) to ensure timely planning for secondary school.

**Legal Deadline:** The local authority must issue an amended EHCP naming the secondary school placement by 15 February of Year 6.

This is a legal deadline under the SEND Code of Practice (2015).

### Why Early EHCP Reviews Matter in Year Transition Planning:

- It ensures your child's needs are considered when choosing and preparing for secondary school.
- Updated Support Needs .
- Year 6 is a key stage of development — changes in academic, social, or health needs can be identified and updated.
- Placement Decision : It informs what type of school (mainstream, special school, or specialist provision) will best meet your child's needs.



*Images generated using AI(OpenAI, 2025)*

Continue on next page





# Year 6



## What Should Be Covered in the Early EHCP Review?

- Progress toward current EHCP outcomes.
- Any changes in needs or support. Discussion about possible secondary school placements.
- Professional input from relevant services (e.g. educational psychologist, speech therapist).
- Parental views and wishes. The child's views (where appropriate).

## What You Should Do as a Parent : Be Prepared

- Start thinking about secondary school options early — visit schools, ask about support, and talk to the SENCOs.
- Engage Fully - attend the early review meeting. Your views and concerns are essential.
- Submit Reports - If you have external reports (private therapists, updated medical info, etc.), share them with the school/SENCO in advance.
- Ask Questions: Will the proposed school meet your child's needs? Will transport be provided? What transition support is offered?





## Choosing a secondary School for your Child with SEND



### Applications: Autumn Term Y6

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.
- If you disagree with the school named in the EHCP, you have the right to **appeal to the SEND Tribunal**.

#### **4. Need Help?**

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



# End of Key Stage 2 SATs Test for Children with SEND – What Year 6 Parents Need to Know

Children with **special educational needs or disabilities (SEND)** may have different experiences with SATs compared to their peers. Here's what you need to know if your child is in **Year 6** and receiving **SEND Support** or has an **EHCP**.

## Do Children with SEND Have to Take SATs?

Not always — it depends on your child's individual needs and whether the test is appropriate for them. A child may be exempt from all or part of the tests if:

- They are working well below the standard of the tests (pre-key stage standards).
- Taking the test would cause them unnecessary stress or would not be a meaningful measure of their ability.

**! The decision to exempt a child should be discussed with parents in advance and recorded.**

Continue on next page







# What Support Can Be Provided?

- Children with SEND can take the tests with access arrangements, which aim to provide a fair opportunity to show what they know. These include:

Support Type	Details
Extra Time	Up to 25% extra time (sometimes more with LA approval).
A Reader	For all tests except reading (where help is limited).
A Scribe	For pupils who struggle with writing.
Rest Breaks	Pupils can take breaks as needed during the test.
Smaller/Quiet Room	To reduce distraction or anxiety.
Modified Papers	Large print, Braille, coloured overlays, etc.



- These are not automatic — the school must assess your child's eligibility for these arrangements and sometimes school need to apply to the Local Authority.
- They must reflect your child's **normal way of working in school**.



# Y6 Leavers



Images generated using AI(OpenAI, 2025)

## Year 6 Leavers – Supporting Social and Emotional Needs

The move to secondary school can bring a mix of excitement and anxiety — especially for children with SEND. Changes to friendships, routines, and trusted adults can feel unsettling, but early preparation and connection make a big difference.

### Friendships & Belonging

- Talk about how friendships can **change and grow** — it's normal to make new friends while keeping some old ones.
- Arrange **small get-togethers** with peers going to the same secondary school to help build familiarity.
- Reassure your child that **everyone feels nervous** about starting somewhere new — they are not alone.

### Trust & Attachment

- Keep contact open between home and school — both primary and secondary SENCOs can plan **safe, familiar spaces** and **key adults** for support.
- Ask who your child can go to if they feel anxious or need a break.
- If your child struggles with separation or change, practise **short transitions** (e.g. short visits, time with new adults) before September.

### Emotional Readiness

- Use stories, photos, or social scripts to explore “what to expect.”
- Encourage your child to name feelings and talk about worries.
- Keep daily routines calm and predictable over the summer — structure builds security.

### Remember

Building confidence takes time. Schools will **adapt transitions** and **nurture relationships** so every child feels safe, known, and valued as they take this next step.