



EMET SEND Road Map Secondary School – KS4-5 Y10-11

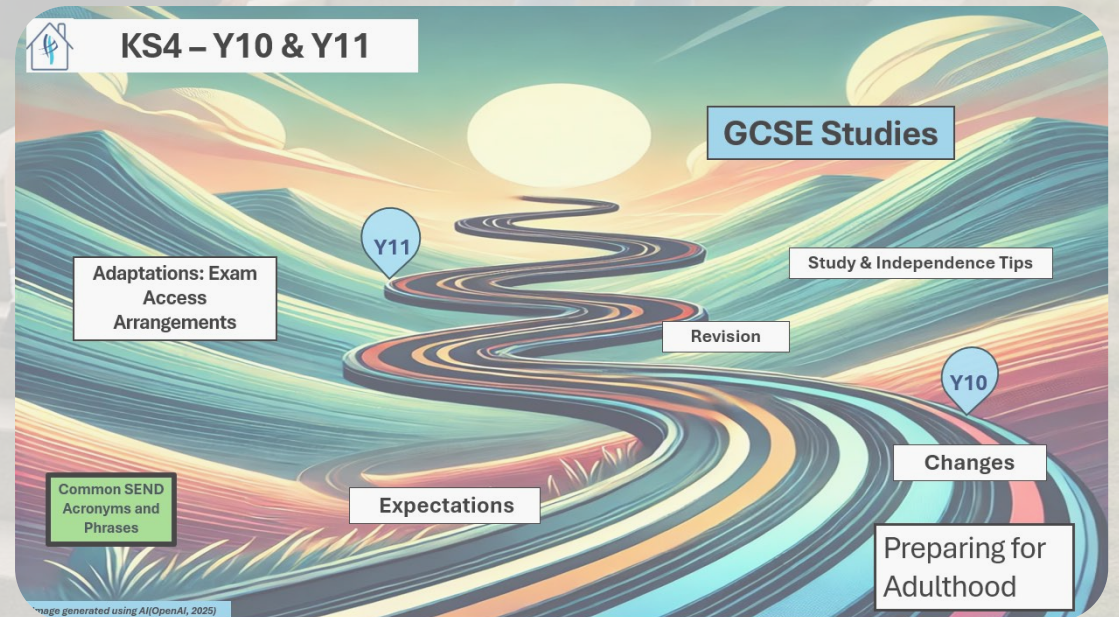
A supportive guide to navigating the SEND system and education with EMET, for parents and students





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KS4 – Y10 & Y11

GCSE Studies

**Adaptations: Exam
Access
Arrangements**

Y11

Study & Independence Tips

Revision

Y10

Expectations

Changes

**Common SEND
Acronyms and
Phrases**



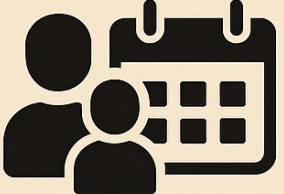
**Preparing for
Adulthood**



GCSE Study – Expectations, Changes and Adaptations: Expectations

- Parents: The leaflet on this page will help explain the expectations, changes and adaptations for their GCSE study.
 - The following pages, aimed at your child, expand on these themes and provide useful signposting.
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**GCSE STUDY
EXPECTATIONS**

**INCREASED
WORKLOAD** **MORE
INDEPENDENT
STUDY** **HIGHER
EXPECTATIONS**

**MEETING
DEADLINES** **MEETING
DEADLINES**

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1. GCSE Study – Expectations



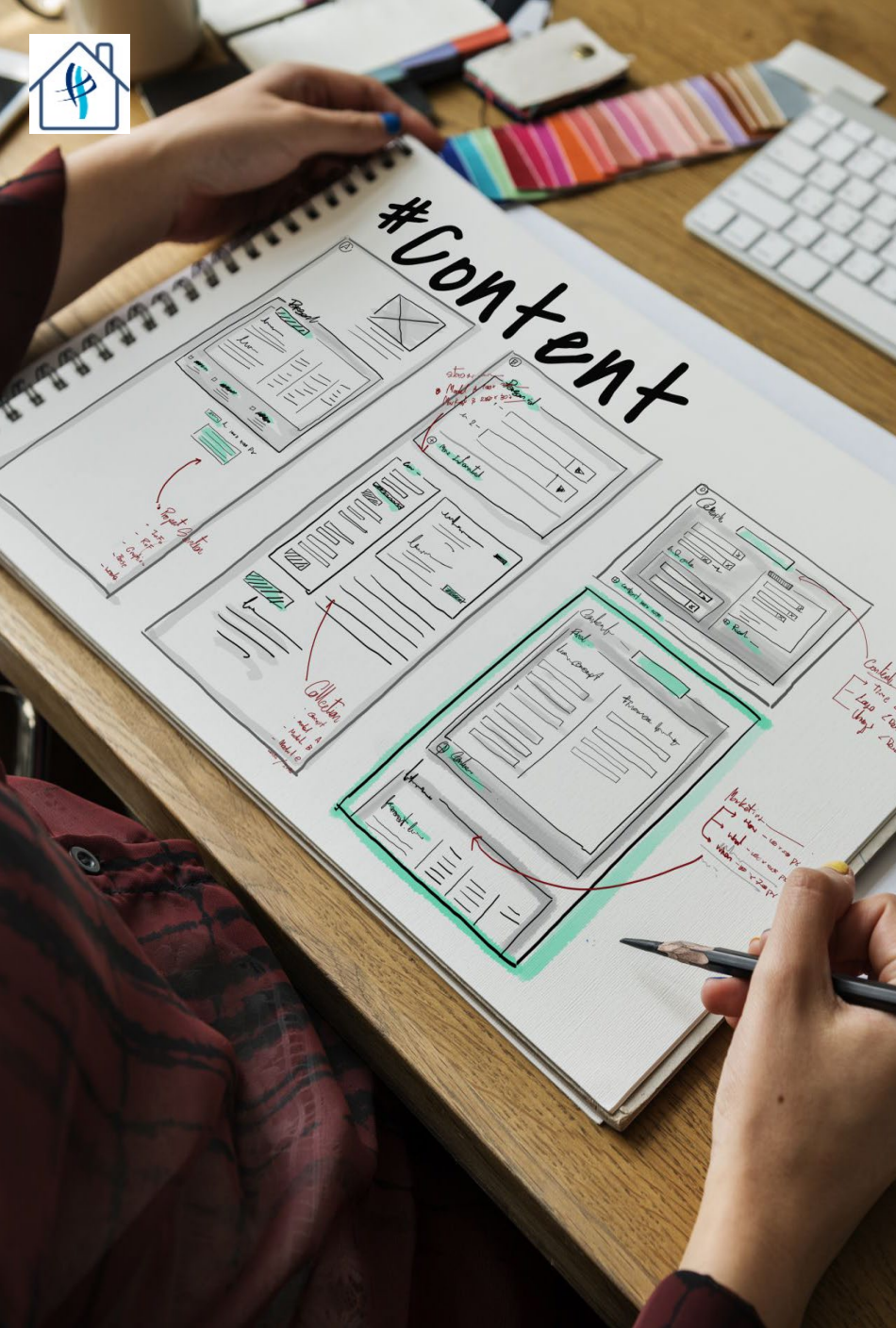
GCSEs mark an important stage in your education. You're building towards qualifications that can open doors to college, training, apprenticeships and future jobs. Everyone's journey is different, and for students with SEND, we understand that you may need different tools, support and approaches to reach your goals.

What's expected of you:

- Try your best in lessons and revision – effort matters!
- Engage with feedback and use it to improve.
- Keep track of deadlines and exam dates (ask for help with organisation if you need it).
- Be open about what's working for you and what's not.

Top Tip: Create a visual calendar or checklist to break tasks down into manageable steps.

Reassurance: You're not expected to do this alone. Your teachers, TAs and pastoral team are here to help you every step of the way.



2. Changes

GCSE study might feel different from previous years. There may be:

- More independent work and revision.
- Formal mock exams and final assessments.
- Timetabled revision or intervention sessions.
- Changes in classroom seating or structure to prepare you for exam-style environments.

These changes are here to *support your success* – not to add pressure.

- **Top Tip:** Try to keep a weekly routine – a little revision often is better than cramming.
- **Reassurance:** Change can feel unsettling, but we'll help you adapt at your pace. You can always talk to your tutor, pastoral lead or trusted adult if it feels overwhelming, or if you need supportive adaptations in lessons.



3. Adaptations: Understanding Exam Access Arrangements

During your GCSEs, some students may need adjustments (known as *access arrangements*) to help them show what they know in a fair way. These are not ‘shortcuts’ – they level the playing field.

What Are Access Arrangements?

These might include:

- Extra time
- A reader or scribe
- Rest breaks
- Use of a laptop
- Working in a smaller room

These arrangements are based on your *needs*, not on diagnosis alone.



Extra Time



A Reader or Scribe



Use of a Laptop

What Does “Normal Way of Working” Mean?

Access arrangements can only be granted if the school can show that they reflect your *usual support in class*, mocks, and assessments. This is what exam boards call your **"normal way of working."**

For example:

- If you normally use a laptop for writing in class, you may use one in exams.
- If you usually have a reader or scribe for tests, this may be allowed for your GCSEs.
- If you’ve had rest breaks in lessons or assessments, this could continue.

Key Point: Access arrangements aren't just something schools can ‘add in’ at the last minute — they need to be part of how you’ve been learning all along.



Adaptations: Understanding Exam Access Arrangements



Why the Rules Are Important

All schools must follow the rules set by the **JCO Access Arrangements & Special Consideration**

These rules make sure all students are treated fairly, across all schools.

That means:

- Schools cannot promise support unless it meets strict JCO evidence.
- They must prove that any support used in exams is part of your usual routine in class.
- They work closely with SENCOs, teachers, and assessors to gather this evidence properly.

What You Can Do

- **Speak up** if you're finding classwork hard or using a strategy that really helps you (like using a laptop or taking movement breaks).
- **Keep using your support** in class – consistency matters.
- **Ask questions** if you're not sure what you're entitled to or what the process is.

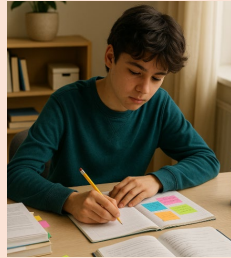
Final Thought

We know that everyone learns differently. We want your GCSE experience to be fair and reflect the best of what you can do. That's why we work carefully and follow national rules to get the right support in place – not just for exams, but throughout your time at school.

If you or your family have any questions about this, your SENCO or exams officer will be happy to help.



4. Study and Independence Tips



Learning how to study effectively at home is important in Years 10 and 11.

These years are about building good habits that help you take more control of your learning and prepare for your GCSE exams.

Having a regular study routine, setting small achievable goals, and using helpful revision methods - like making flashcards, drawing mind maps, or practising exam questions - can make a big difference.

For some students, especially those with additional needs, home study might look a bit different:

- Having clear structure, quiet spaces, and the right resources or technology can help learning feel more manageable.

Parents can support by helping to set routines, encouraging breaks, and celebrating progress. Working together in this way helps students feel confident, calm, and ready for success.



You are capable of making great progress in your GCSE journey - and building independence doesn't mean doing it all on your own. It means learning what works best for *you* and using the tools and people around you to help you grow.

This section explains our top tips for studying



Bitesize exam revision resources

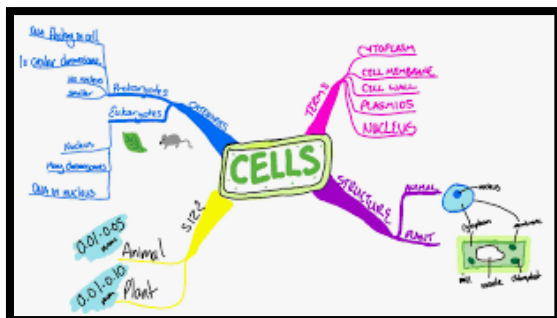
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1. Know How You Learn Best

Everyone's brain works differently. Think about:

- Do you prefer listening, watching, drawing, or doing?
- Do colour-coded notes or mind maps help you remember things?
- Does reading aloud or using audio help you revise?



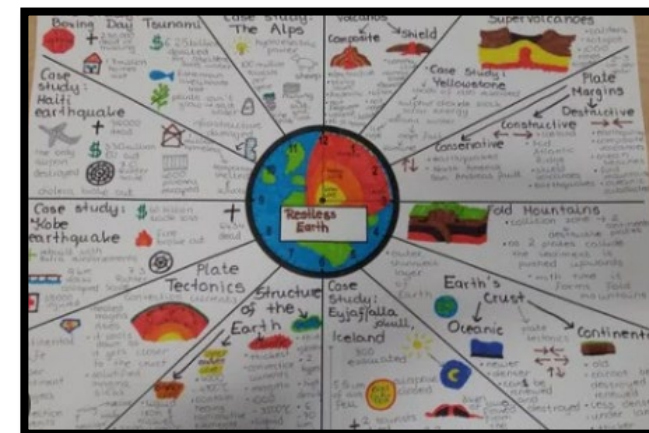
 **Top Tip:** Try different revision methods early — then stick to what works.


2. Break It Down


Big tasks can feel overwhelming — especially with GCSEs.

Make them smaller:

- Turn a topic into a list of steps, revision clocks or questions.
- Set mini goals (like “revise 5 flashcards” or “watch one video”).
- Use timers or alarms to keep focus (25 mins work, 5 mins rest).



 **Top Tip:** Use a weekly planner or checklist. It helps you see progress and reduce anxiety.

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4. Create Your Own Study Space

Having a calm, distraction-free space can help your brain feel ready to work. Try:

- A desk or table with your essentials (headphones, water, pens)
- A “study kit” box if you can’t always work in the same place




 **Top Tip:** Use noise-cancelling headphones or gentle background music if you need help focusing.

5. Ask for Help – It’s a Strength

Independent learners know when to ask for help — not because they’re giving up, but because they care about doing their best.

- Talk to your teacher or TA if you’re stuck.
- Ask a friend, sibling or adult to quiz you or explain something.
- Use revision clubs, mentoring, or support sessions.



 **Top Tip:** Keep a “wobble card” or notebook where you write down what’s tricky — then ask about it the next day.








Preparing for Adulthood

What does “Preparing for Adulthood” mean?

It means thinking about **what you want your life to look like** after school or college and getting the right support to help you get there.

This includes planning for:

-  **Learning and training** – What do you want to study or explore after 16?
-  **Work** – Are you interested in a job, supported internship, or volunteering?
-  **Independence** – How would you like to live as an adult?
-  **Friends and community** – What helps you feel connected and included?
-  **Health and wellbeing** – What do you need to stay happy, safe and well?



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ADULTHOOD



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What You Can Do

- ✓ **Start thinking now** – From Year 9 onwards, it's your right to be involved in decisions about your future.
- ✓ **Share what matters to you** – Talk about your dreams, worries, and goals. You don't need to have all the answers - your voice matters.
- ✓ **Understand your rights** – When you turn 16, you'll start making more decisions about your education, care and support. You'll be supported through this.
- ✓ **Explore your options** – Colleges, apprenticeships, supported internships, or training programmes are just some of the paths available.
- ✓ **Ask about supported living** – If you want to live more independently as an adult, there are different ways to make that work with support.



? Speak Up and Be Involved

- Ask to be part of your **EHCP reviews** or planning meetings.
- Use tools like **one-page profiles** or **person-centred plans** to help others understand what's important to you.
- If something feels confusing, ask someone you trust to explain it clearly.

You're Not Alone

- You can get support from your school, college, social worker, or youth voice group.
- You can connect with others going through the same journey.
- There are people whose job it is to help you build the life you want.



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Preparing for Adulthood...

 **Nottinghamshire**
 *Preparing for Adulthood – Local Offer*



**Nottinghamshire
County Council**

 **Derbyshire**
 *Preparing for Adulthood – Derbyshire Local Offer*



**DERBYSHIRE
County Council**

 **Derby City**
 *Becoming an Adult – Derby SEND Local Offer*



Derby City Council

 **Leicestershire**
 *Preparing for Adulthood – Leicestershire SEND Offer*



**Leicestershire
County Council**

Where to find advice:

