



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

EMET Secondary SEND Road Map Introduction and General Information





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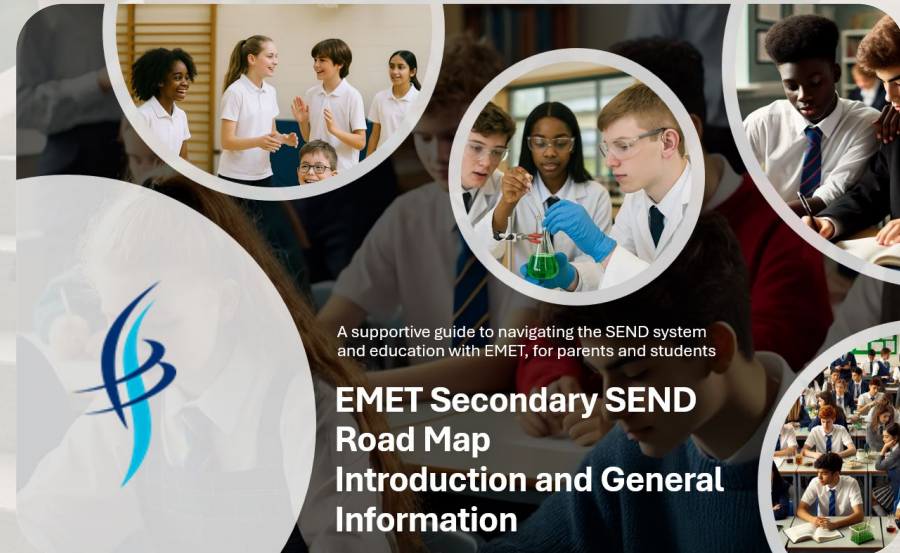
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**EMET Secondary SEND
Road Map
Introduction and General
Information**

Information
Introduction and General
Road Map



Introduction: EMET SEND Road Map - Secondary School and Beyond



Supporting Your Child Through Secondary School

Moving from **KS3 to KS5** is a journey of growth, learning and preparation for adulthood. For students with SEND, having the right support at the right time makes all the difference.

This roadmap shows:

- **Milestones** – what to expect at each stage of learning and development.
- **Support** – classroom strategies, interventions, enrichment and external partners.
- **Independence** – helping students take ownership of their learning and future choices.
- **Partnership** – working together with families every step of the way.

Our aim is for every young person to leave school with confidence, skills and self-belief, ready for the next stage in education, work and life.



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](#)

Nottingham City:



[Early Years - Nottingham City Council](#)

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

Leicestershire:



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

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

Derby City:



[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](#)





The Graduated Response: How We Support Your Child

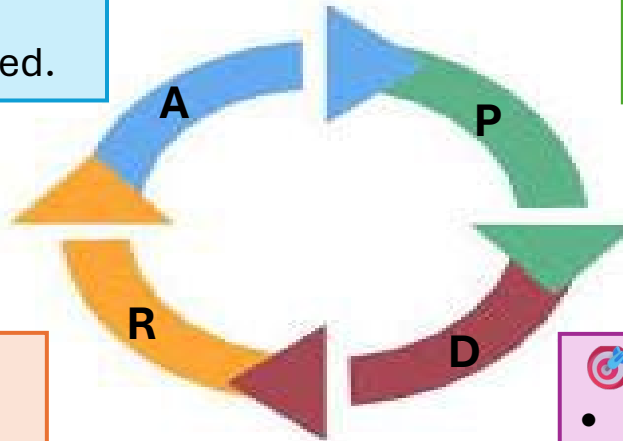
We use a simple cycle called *Assess – Plan – Do – Review* to make sure your child gets the right support.

Assess

- We notice where your child is finding things tricky.
- Teachers and the SENCO gather views from you and your child.
- Assessments or observations may be used.

Plan

- We agree the next steps together.
- A support plan is written with clear targets.
- You and your child are part of the planning.



Review

- We meet regularly to check progress.
- Adjustments are made if needed.
- Your views and your child's views shape the next steps.

Do

- Teachers adapt lessons to meet your child's needs.
- Extra support or interventions may be put in place.
- Staff keep track of how things are going.



Adaptive Teaching: Supporting Every Learner

All EMET schools follow a **Trust Graduated Response Model** to ensure every student receives the right support at the right time. This model helps staff identify needs early, adapt teaching, and work collaboratively with families and professionals to help every learner thrive.

What is Adaptive Teaching?

Adaptive teaching means adjusting lessons so that all students can access learning and make progress. Teachers may vary how they explain tasks, use visual or practical examples, or provide extra scaffolding. It's about flexibility and inclusion — not separate lessons for different learners.

The Graduated Response at EMET

Our shared approach ensures:

- **Early identification** of barriers to learning.
- **Classroom adaptations** as the first step.
- **Targeted intervention** when extra help is needed.
- **Specialist involvement** if further support is required.
- **Regular review** to monitor progress.

Why It Matters

Adaptive teaching promotes confidence, independence, and engagement. It ensures every young person — including those with SEND — feels understood, supported, and able to succeed.





What is SEND support?

SEND Register – What is it and why is my child on it?

It's a school list of children who need extra help. Your child is on it so staff can track their needs and make sure support is in place.

Area of Need – What does this mean for my child?

It's how we describe the main type of help your child needs (e.g. learning, communication, behaviour, or physical/medical).

Support – What help will my child receive in school?

This could be small group work, adapted lessons, resources, or adult support — planned to match your child's needs.

Progress – What happens if my child isn't making progress?

We review the support regularly and adjust it. If needed, we involve specialists or look at extra assessments.

Next steps – How can I access further support for my child?

Talk to the class teacher, who may direct you to the SENCO. You can also contact local SENDIASS services for independent advice.

Further Guidance and Advice from SENDIASS:





How to start the NHS diagnosis process

If you think your child may have special educational needs or a condition such as autism or ADHD, you might be wondering where to start.

1. Speak to your child's school and GP

The first and most important step is to talk to your child's class teacher or the SENCO (Special Educational Needs Coordinator).

School knows your child in a learning environment and can share their observations.

They can also support you in understanding what is already in place to help.

Any referral for assessment through the NHS will need input from school.

Ask your doctor about the [Right To Choose Pathway](#) – this can lead a faster process for your family.

2. Understand the process

Referral forms are often **detailed and can feel overwhelming**, but you are not expected to do this alone. School staff, your GP, or SENDIASS services can help you complete them.

Be prepared: NHS waiting lists are currently very long — sometimes up to **three years** before a full diagnosis is given.

3. Support while you wait

We know this can feel daunting, but please remember:

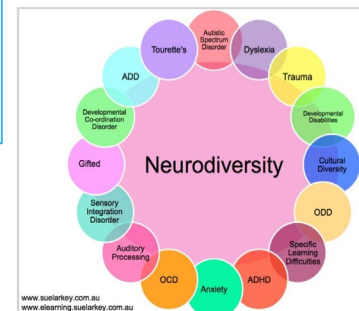
Schools have no control over waiting lists for a diagnosis and understand that the wait can be stressful.

Our schools are **needs-led, not diagnosis-led**. That means your child does not need a diagnosis to receive support in school.

Together, we will put strategies and help in place to meet their needs now.

4. Where to find help

If you need guidance with forms or want to talk things through, there are local services such as [SENDIASS](#) who can support you.





The Right To Choose Pathway



The "Right to Choose" allows families to pick a healthcare provider for their child's ADHD or Autism assessment. If a GP refers a child, the family can choose which hospital or service to use, including private providers that work with the NHS. The GP will discuss available options to help the family make an informed decision.



ADHD Medication, Melatonin and Prescriptions: What Parents Need to Know About Right to Choose

The Rules:

- If your child is diagnosed through the **NHS** or an **NHS Right to Choose provider**, the assessment is **NHS-funded**, not private.
- **Prescriptions are NHS-funded only once your GP agrees to a shared-care plan** with the ADHD service.
- Until shared care is in place, **the provider issues private prescriptions**, which parents must pay for.
- Once shared care is established, your **GP issues NHS prescriptions**:
 - **Free** for under-16s and 16–18s in full-time education.
 - Adults pay the **standard NHS prescription charge**.

The Advice:

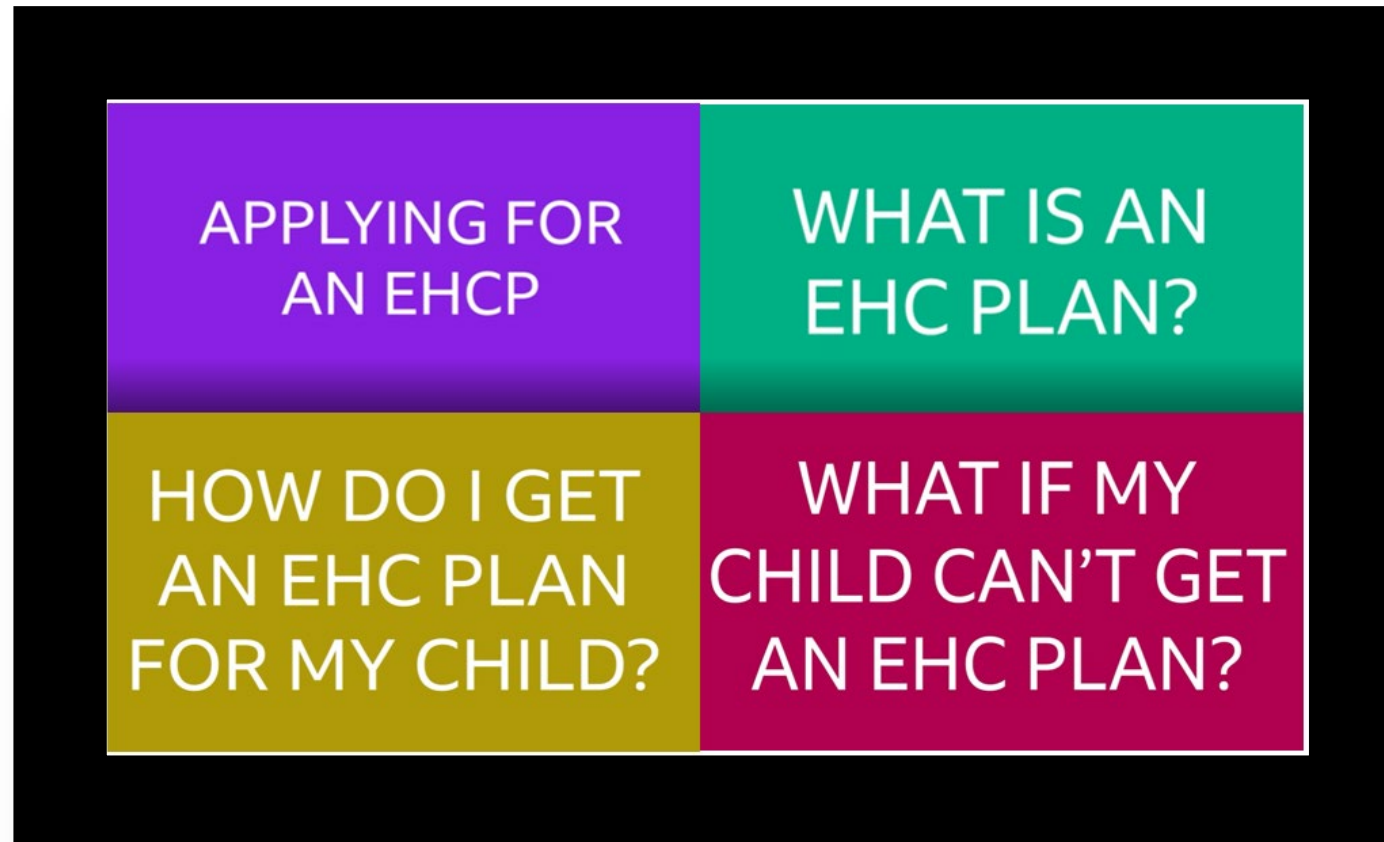
- ✓ Before agreeing to a Right to Choose referral, **check if the provider has a shared-care agreement** with your local GP or Integrated Care Board (ICB).
- ✓ **Confirm with your GP** that they'll take over prescribing once medication is stable.
- ✓ Keep copies of all assessment and titration reports to share with your GP.

In short: Right to Choose is an NHS pathway - but prescriptions are only NHS-funded once shared care is accepted by your GP.



What is an EHCP?

Follow the link to view the video:



<https://www.bbc.co.uk/bitesize/articles/zfqmvj6>

How to apply for an EHCP



When an Education, Health and Care Plan (EHCP) May Be Needed

- An Education, Health and Care Plan (EHCP) is designed for children and young people who need a higher level of coordinated support than a school can usually provide through its own resources. An EHCP brings together input from education, health, and social care professionals to create a shared plan that helps your child achieve their full potential.
- Your child may need an EHCP if their needs are complex or long-term, and if progress cannot be made without additional support from a wider team of professionals. This might include situations where:
- The school requires significant external advice, specialist equipment, or interventions to meet your child's needs.
- Your child needs regular input from professionals such as therapists, medical specialists, or social care services.
- Despite high levels of support through SEN Support, your child is still not able to make expected progress academically, socially, or emotionally.
- A specialist placement or highly individualised learning environment is needed for them to thrive.
- An EHCP ensures that everyone working with your child understands their needs, agrees on clear outcomes, and takes shared responsibility for helping them succeed. It is not just about additional funding — it is about creating a joined-up approach so your child can achieve and flourish with the right team around them.





Signposting for Parents



BBC



SEND

BITESIZE

Activities, advice and personal stories about parenting and special educational needs and disabilities to help you support your family.

TOURETTE'S

▶ 1:18
Tourette's

DYSPRAXIA
DEVELOPMENTAL
COORDINATION
DISORDER

▶ 1:18
Dyspraxia

**VISUAL
IMPAIRMENT
VI
BLINDNESS**

▶ 1:42
Visual
Impairment

**CEREBRAL
PALSY**

▶ 1:43
Cerebral Palsy

**SOCIAL
EMOTIONAL
AND
MENTAL
HEALTH
DIFFICULTIES**

▶ 1:26
SEMH

DEAFNESS

▶ 1:19
Deafness

**DOWN'S
SYNDROME**

▶ 1:15
Down's syndrome

DYSLEXIA

What is dyslexia and is my child dyslexic?
Information for parents and carers about dyslexia and how to recognise the symptoms of dyslexia in your child, with expert advice from Dr. Pamela Atkinson.

**OBSESSIVE
COMPULSIVE
DISORDER**

What is OCD and does my child have it?

EPILEPSY

What is epilepsy and what happens if my child has epilepsy?

What is ADHD and does my child have it?

BBC Parents' Toolkit: SEND offers practical advice, real-life parent stories and simple strategies to help you support your child with special educational needs and disabilities. It covers topics like building confidence, navigating school support, working with professionals, and looking after your family's wellbeing.



Signposting for Parents



SENDIASS provide parents, carers, children and young people with **free, confidential and impartial** information, advice and support on children and young people's SEND matters.

The offer:

- Telephone/ e-mail and face to face advice
- Information and advice around SEND processes and SEND Support
- Information and advice around educational disputes and exclusions
- Support with applications and paperwork
- Support and preparation for meetings
- Support with SEND appeals, including preparation for mediation and tribunal appeals
- Advice on disability discrimination matters
- Signposting to specialist services or agencies across education, health and social care
- Website and Facebook pages





Signposting for Services:



National Saturday Club:

- Young people across the country are spending Saturday mornings at their local university, college or museum discovering subjects they love. Saturday Clubs are open to 13–16-year-olds of all abilities and are free to attend.

[National Saturday Club - Explore exciting subjects on Saturday mornings for free](#)



PINS Project [Partnerships for Inclusion of Neurodiversity in School \(PINS\) project – Notts Parent Carer Forum](#)

The PINS project aims to make schools more inclusive and supportive for neurodivergent children and young people. It brings together parents, schools, and professionals to share ideas and improve understanding of neurodiversity. The focus is on listening to lived experiences and creating practical changes that help every child feel understood, included, and able to thrive in school.



Prevent and Channel: What Parents Need to Know

The **Prevent** programme is part of the government’s approach to safeguarding — it helps stop people from being drawn into terrorism or extremist views. It focuses on early support, education, and open conversations rather than punishment.

If a child or young person is identified as being at risk, they may be offered extra help through the **Channel** programme. Channel is voluntary and confidential — it works with families, schools, and professionals to provide practical support such as mentoring, mental health help, or positive community activities. The aim is to protect vulnerable individuals, build resilience, and keep children safe — not to criminalise them.



Signposting for Services:



Safe and Sound Group:

WHAT WE DO - SAFE AND SOUND

Since 2002, we have been tackling child sexual exploitation by providing high quality tailored one-to-one support to victims and young people at risk in Derby and Derbyshire.

**catch
22**



Victim services

Catch 22 – Victim Services:

Our needs-focused services empower victims and witnesses to cope and recover from the impact of crime and anti-social behaviour, by providing a range of support including emotional and practical guidance, advocacy and advice.

[Victim services | Catch22](#)

Compass Change Lives:

Compass Changing Lives provides prevention and early intervention emotional wellbeing and mental health support to Children, Young People and Families (CYPFs) across Derby & Derbyshire.

[Compass Changing Lives – Compass](#)



SEND LAW Clinic:

For parents/ carers who are residents in Derby and Derbyshire and seeking advice in SEND matters.
Wednesdays 1.00pm – 5.00 pm

Find out more:



derby.ac.uk