



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

EMET Y3&4 (LKS2) SEND Road Map

Years 3 & 4 – Lower KS2



Y3



Residential visits

Y4



Parents Evening



School Sports Days



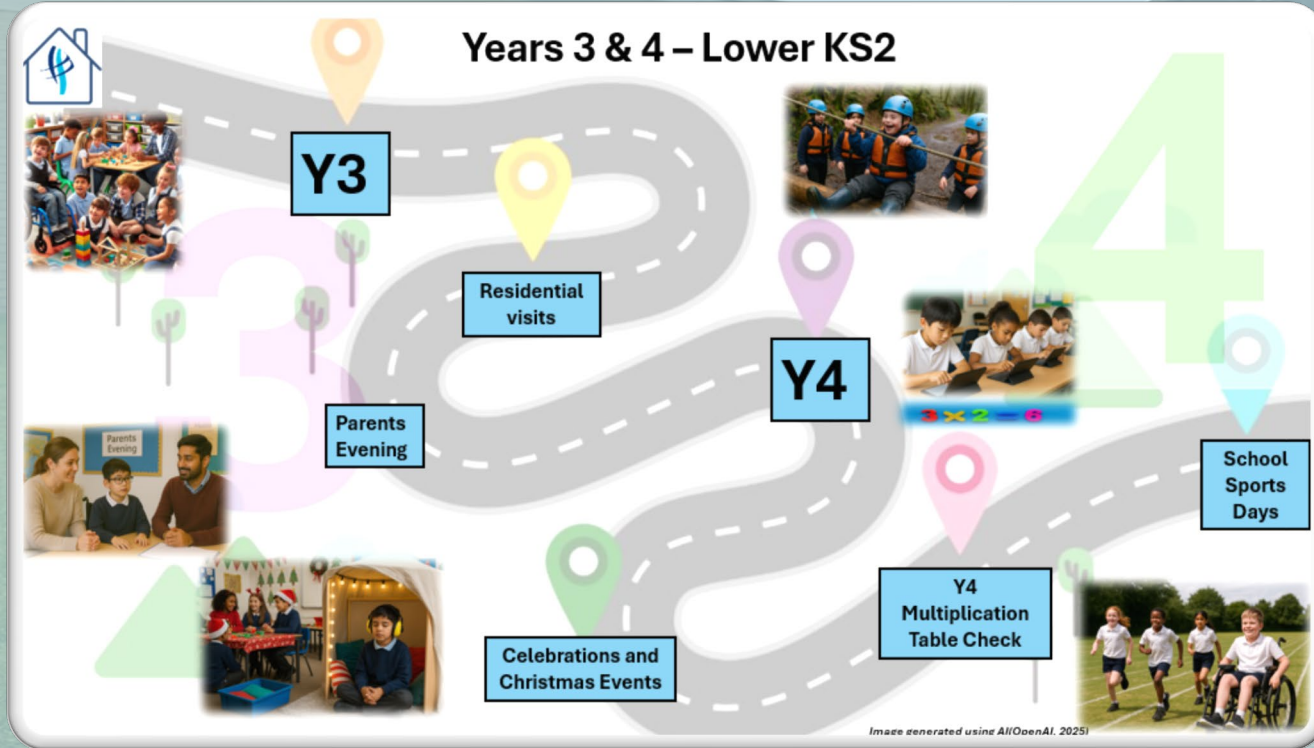
Celebrations and Christmas Events

Y4 Multiplication Table Check





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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](#)

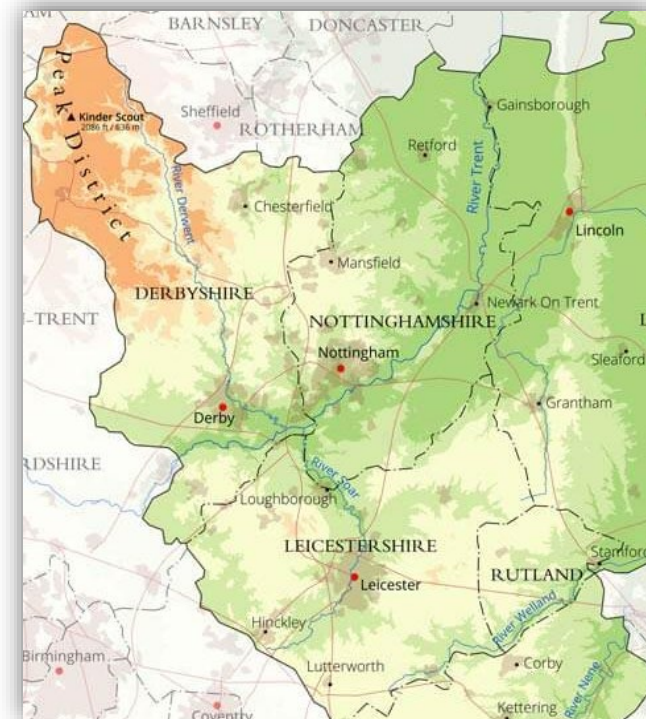
[Home - Derbyshire Local Offer](#)

Leicestershire:



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

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





Year 3 School Trips & Residential

Trips and residential help SEND pupils grow in confidence, independence, and teamwork. They give children the chance to learn new skills in real-life situations and feel proud of what they achieve. All schools make changes and offer extra support when needed so that every child can join in safely and enjoy the experience.



Anxiety About Separation & Routine Changes

- ◆ **Worry:** Child may feel anxious about being away from home or breaking routine.
- ✓ **Tips:**
 - Ask school for a trip itinerary to help prepare
 - Use visuals or social stories to explain the plan
 - Pack a comfort item from home
 - Try a sleepover with a relative to build confidence



Social Interaction & Peer Relationships

- ◆ **Worry:** Child may find it hard to make friends, read social cues, or may feel left out.
- ✓ **Tips:**
 - Ask for them to be paired with a supportive peer
 - Role-play situations like sharing rooms or group activities
 - Use social scripts for common interactions
 - Make sure there's a key adult they can go to if needed





Year 3 School Trips & Residentials

Medical & Additional Support Needs

◆ **Worry:** Child may need medication, have dietary needs, or require specific care.

✓ **Tips:**

- Arrange a pre-trip meeting to discuss medical needs
- Provide clear written instructions for medication and emergencies
- Make sure a staff member is fully briefed on their care
- Pack familiar snacks if they have restricted diets



Safety & Independence Concerns

◆ **Worry:** Child may get lost, need help with personal care, or struggle to follow instructions.

✓ **Tips:**

- Create a clear safety plan (who to go to, how to get help)
- Pack visual cue cards with instructions and emergency contacts
- Practise dressing, toileting, and hygiene beforehand
- Use simple instructions and daily checklists



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.



Navigating Celebrations and Christmas Activities at School

Celebrations, such as the festive period, can be exciting but also overwhelming for some children, especially those with **SEND or sensory needs**. Changes to routine, louder environments, and bright decorations can make it harder for some pupils to feel calm and comfortable.

Our schools aim to make every child feel included, supported, and able to enjoy the celebrations.

💡 How We Support and Adapt

- **Predictability:** Visual timetables and gentle reminders for changes in routine.
- **Quiet spaces:** Calm areas available for pupils who need a break from noise or crowds.
- **Sensory-friendly options:** Adjusted lighting, quieter rehearsals, or smaller group activities.
- **Flexible participation:** Children can take part in ways that suit them – on stage, backstage, or through creative tasks like artwork or filming.
- **Clear communication:** Staff work closely with families to plan ahead and discuss any worries or adjustments needed.

❤️ Our Message

- Every child's experience matters. We'll work with you to make sure Christmas at school feels **joyful, calm, and accessible for all**.

Images generated using AI(OpenAI, 2025)





Year 4 The Multiplication Tables Check

The MTC (Multiplication Tables Check) is designed to be inclusive, meaning it aims to be accessible to as many children as possible, including those with SEND by offering a range of access arrangements when necessary.

To support pupils with additional needs, the following adjustments are available:

- **Colour contrast:** Choice of text/background colours (e.g., yellow on black, blue on cream).
- **Font size:** Text and number pad can be made larger or smaller.
- **Number pad removal:** On-screen number pad can be switched off so a physical keyboard is used.
- **Input assistance:** An adult can type answers dictated by the pupil.
- **Audio support:** All on-screen text, instructions and questions can be read aloud.
- **Time alerts:** Audible signals let pupils know when 4 seconds have passed and when the 6-second response time ends.



$$3 \times 2 = 6$$

[Multiplication tables check: information for parents \(text only version\) - GOV.UK](#)



KS2



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