



Little Way Catholic
Educational Trust

Trust-wide SEN Information Report

Special Educational Needs and Disabilities (SEND)

A welcoming guide for parents and carers | 2026–27

“Every child is known, valued and supported to flourish.”

Across LWCET, we aim to remove barriers early, keep expectations high and work in genuine partnership with children, parents and carers.

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This Trust-wide core report should be read alongside the LWCET SEND/Inclusion Policy and each school's Accessibility Plan, Admissions Policy and other linked policies.

Welcome to our SEND Information Report

Dear Parents and Carers,

We know that questions about your child's learning, development or wellbeing can feel important and sometimes complex. This report explains, in clear language, how schools within the Little Way Catholic Educational Trust (LWCET) identify and support special educational needs and disabilities, how Gloucestershire's Graduated Pathway works, and how we will involve you and your child in decisions.

Our starting point is always the whole child: their strengths, interests, hopes and relationships as well as any barriers they are experiencing. We have high expectations for every pupil and want children with SEND to participate fully in the academic, spiritual, social and wider life of their school. This reflects the inclusive aims and responsibilities set out in the LWCET SEND/Inclusion Policy.

This is a shared process. Parents and carers know their child in a way that school cannot; school brings evidence from the educational setting. When these perspectives are brought together early and respectfully, we are much more likely to choose the right support and make meaningful progress.

Our most important principle: support is based on need, not diagnosis

A child does not need a formal diagnosis before a school can make appropriate adjustments or consider SEN support. We respond to the needs and barriers we can identify through teaching, assessment, observation, progress information, the views of the child and family, and professional advice. A diagnosis can add helpful information, but it does not automatically mean that a child has SEN or that one particular intervention is required. We will not ask a child to wait for a diagnosis before responding to an identified educational need.

Your school contacts

If you are concerned about your child, the class teacher is usually the best first person to speak to. They know your child's day-to-day learning and remain responsible for their progress, including when other adults or specialists are involved.

School	The Catholic School of St Gregory the Great
Headteacher	Mrs Rachel Penney
SENDCo / Inclusion Lead	Miss Emily Ranson
SEND link governor	Mr Owen Holbrook / Miss Maria Dadabhoy
School office	01242 513659 admin@st-gregorygreat.gloucs.sch.uk
School website	https://www.st-gregorygreat.gloucs.sch.uk/

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1. Our shared approach to inclusion and SEND

LWCET schools are committed to an inclusive, broad and balanced education in which every child is able to belong, learn and contribute. The Trust's SEND/Inclusion Policy makes clear that all teachers are teachers of pupils with SEND and that responsibility for inclusion is shared across the school, local governance and Trust leadership.

- High-quality, inclusive teaching is the first response to need. Teachers adapt teaching so that pupils can access ambitious learning alongside their peers.
- Reasonable adjustments are made where needed so that disability does not create avoidable disadvantage.
- Needs are identified and addressed as early as possible, with support reviewed rather than left in place without evidence of impact.
- Children and young people are involved in decisions about their support in ways appropriate to their age and communication needs.
- Parents and carers are active partners. We listen to concerns, agree outcomes together and share what is working and what needs to change.
- External advice is sought when it is needed to deepen understanding or strengthen the provision already in place.

SEND support is not a fixed "programme" that every child follows. Support should be proportionate, personalised and responsive. A pupil may need more support for a period of time and then less; another pupil may need sustained or specialist provision. The level of support can move up or down in line with need and evidence of progress.

2. What SEND means: the four broad areas of need

The SEND Code of Practice groups special educational needs into four broad areas. A child may have needs in more than one area, and the area that is most significant can change over time. The categories help us organise our thinking; they do not replace a careful understanding of the individual child.

Area of need	What this may look like	Examples of support schools may consider
Communication and interaction	Differences or difficulties with speech, language, understanding, social communication, interaction, attention or processing spoken information.	Clear and reduced language; visuals; pre-teaching vocabulary; structured routines; communication aids; supported social interaction; speech and language advice where appropriate.
Cognition and learning	Difficulties acquiring, retaining, organising or applying learning; literacy or numeracy difficulties; memory, processing, reasoning or executive-function needs.	Explicit instruction; chunking and scaffolding; retrieval and overlearning; concrete resources; targeted literacy/numeracy support; assistive technology; adapted recording methods.
Social, emotional and mental health (SEMH)	Difficulties with emotional regulation, anxiety, relationships, self-esteem, attention, resilience or mental health that affect participation or learning.	Predictable routines; relational practice; trusted adults; emotion coaching and regulation strategies; pastoral support; targeted social/emotional work; external mental-health advice where appropriate.
Sensory and/or physical	Hearing, vision, physical, motor, sensory-processing or medical needs that create barriers to access, independence or participation.	Environmental adjustments; specialist equipment; movement or sensory strategies; seating/positioning; accessibility changes; advice from occupational therapy, physiotherapy, hearing or vision specialists.

A note about behaviour and progress

Slow progress, low attainment or behaviour that challenges do not, by themselves, prove that a child has SEN. Equally, a pupil can have SEN and be attaining at or above age-related expectations. We look beneath the presenting difficulty, consider possible explanations and respond to the child's pattern of needs over time.

3. How we identify needs early

Early identification is essential. In line with the LWCET policy and Gloucestershire's approach, class teachers regularly assess how pupils are responding to teaching and whether they are making expected progress from their starting points. When a concern emerges, the school will gather a clear picture before deciding the next step.

What evidence might we consider?

- The class teacher's assessment and day-to-day experience of the pupil, including work in lessons and wider school life.
- Current and previous progress and attainment, including whether there is a widening or persistent gap from the pupil's own starting point or peers.
- Patterns in attendance, engagement, behaviour, emotional wellbeing or participation where these may be relevant to understanding barriers.
- School-based assessments or screening tools used appropriately and interpreted alongside wider evidence.
- The pupil's own views: what feels easy or difficult, what helps, what matters to them and what they would like to change.
- Parents' and carers' observations, including changes or patterns at home and information from previous settings or professionals.
- Advice from external professionals, where relevant and with appropriate consent.

Where a child joins an LWCET school with existing SEND support, external-agency involvement or an EHCP, we will seek relevant information from the previous setting and family so that support can be put in place as smoothly as possible.

What happens when a concern is first raised?

Step	Action	What this means
1	Talk	The class teacher and parent/carer share concerns and strengths. The child's view is sought.
2	Adjust	High-quality teaching is adapted and reasonable classroom adjustments are put in place. Any gaps or misconceptions are addressed.
3	Observe and assess	The teacher and SENDCo look at response to support, progress, attainment and any wider patterns.
4	Decide together	The school, family and child agree whether the need can continue to be met through universal provision or whether additional SEN support / the Graduated Pathway is required.

4. Gloucestershire's Graduated Pathway and the LWCET pathway

Gloucestershire's Graduated Pathway of Early Help and Targeted Support is the county's approach to understanding and meeting the needs of children, young people and families at the earliest opportunity. It covers learning and development, social and emotional needs, physical and mental health or disability, and

wider family or environmental needs. The child, young person and family should remain at the centre throughout.

Current Gloucestershire guidance: [Graduated Pathway Practice Guidance](#)

Gloucestershire level	Typical planning tool	What it usually means in an LWCET school
Level 1 – Universal	My Profile (or similar)	Needs are met through high-quality inclusive teaching, reasonable adjustments and school-level support. The child's strengths, preferences and helpful strategies may be captured in a profile.
Level 2 – Additional	My Plan	The child needs additional, planned support. Outcomes and actions are agreed with the family and reviewed regularly. Gloucestershire guidance describes My Plan as a SMART plan usually reviewed on a six-week cycle.
Level 3 – Intensive	My Assessment + My Plan+	Needs are more complex or require a holistic, multi-agency understanding. A Team Around the Family (TAF) may be convened and a Lead Practitioner identified. My Plan+ is outcome-focused and is reviewed regularly, usually within a 6–12 week cycle according to current Gloucestershire guidance and need.
Level 4 – Specialist	Statutory plan, for example an EHCP	Where needs require statutory assessment or specialist planning. For a pupil with an EHCP, My Plan+ may continue to help break longer-term statutory outcomes into smaller, practical steps and to address needs outside the EHC outcomes.

The pathway is graduated, not a ladder every child must climb

Support should increase when evidence shows that more is needed and reduce when outcomes have been met. A child does not have to pass through every level in a fixed order, and the aim is always to provide the right support at the right time.

My Profile, My Plan, My Assessment and My Plan+

These Gloucestershire tools create a shared language across education, health, early help and families. LWCET schools use them to help keep planning clear, child-centred and evidence-informed.

My Profile: captures what is important to and for the child, their strengths, preferences, communication and helpful strategies.

My Plan: sets out identified needs, SMART outcomes, actions, who will do what and how progress will be reviewed.

My Assessment: is a holistic assessment used when needs are more complex and a deeper understanding across the child and family context is required.

My Plan+: is a more intensive, usually multi-agency plan informed by My Assessment (or an equivalent holistic assessment), with coordinated actions and review.

5. Assess – Plan – Do – Review

The graduated approach is not a one-off decision. It is a cycle in which we learn more about the child, try a carefully chosen response, check its impact and refine what happens next.

Stage	What school will do	How parents/carers and pupils are involved
Assess	Build a clear analysis of strengths and needs using teaching evidence, progress and attainment, observation, relevant assessments and professional advice.	Share concerns, strengths and contextual information. The pupil gives their view in an accessible way.

Stage	What school will do	How parents/carers and pupils are involved
Plan	Agree outcomes, adaptations, targeted provision, who will deliver it and when it will be reviewed. Make sure relevant staff understand the plan.	Help agree priorities and realistic outcomes; understand what school will do and any helpful home-school consistency.
Do	Put the plan into practice. The class teacher remains responsible for the pupil's progress, even when an intervention is delivered by another adult or specialist.	Continue normal communication and share any significant changes. Where appropriate, reinforce agreed strategies at home without turning home into an extension of school.
Review	Evaluate progress against outcomes and the impact of provision. Decide what to continue, adapt, stop, increase or step down.	Give feedback on impact beyond school, take part in review meetings, and help agree the next cycle.

A successful review may lead to support being reduced or a My Plan being closed. If progress remains limited despite well-delivered support, the next cycle should be more precisely informed by what has been learned rather than simply repeating the same provision.

6. How support may be increased, changed or stepped down

LWCET has an escalation pathway which sits alongside Gloucestershire's Graduated Pathway. Its purpose is to make sure schools do not continue the same intervention without impact and that referrals are supported by clear evidence. It also makes clear that support can be stepped down when it has worked.

A parent-friendly summary of the LWCET escalation pathway

Stage	What may happen	Evidence we will use
After reviewed My Plan cycles	The SENDCo and teacher review whether the pupil's needs are now being met. If targets are achieved, support may reduce or close. If needs remain, the plan is refined and the reason for limited progress is explored.	Review notes, pupil/parent views, work and assessment evidence, progress and attainment, impact of adjustments/interventions.
When external advice may be needed	With parents/carers, the school may complete a My Assessment and consider a referral to an appropriate service such as the Advisory Teaching Service (ATS), Educational Psychology, Speech and Language Therapy or another relevant professional.	My Plans and reviews, My Assessment, school assessments, academic data and other evidence relevant to the referral criteria.
Implement specialist advice	Advice from the professional is translated into practical classroom strategies and outcomes in the next plan. Parents are involved in the discussion wherever possible.	Specialist report or consultation notes; updated plan; clear success criteria.
Review impact again	School and family review whether the new advice has improved access, progress, participation or wellbeing.	Progress towards outcomes, observations, attainment, attendance/engagement where relevant, pupil and parent feedback.
If significant barriers persist	School and family may consider a Team Around the Locality Cluster (TALC) referral or an EHC needs assessment, depending on the pattern and severity of need.	Evidence of the graduated approach, My Assessment, reviewed plans following specialist advice, school assessments and other relevant educational/pastoral evidence.

What is TALC?

In Gloucestershire, Team Around the Locality Cluster (TALC) is a multi-agency forum that can provide direct support to schools where a My Assessment has been completed and barriers to education remain despite single- or multi-agency intervention. A TALC referral is not the same as an EHCP application, although either route may help inform what should happen next.

7. What support might look like in school

There is no single list of provision that every school must deliver to every pupil. Schools choose approaches according to assessed need, staff expertise, evidence of likely impact, specialist advice, available resources and the child's response. The examples below show the kinds of strategies commonly found across LWCET schools; they are not a promise that every intervention is available or appropriate in every school.

Universal provision: strong teaching for all

- Clear routines, explicit explanations and well-sequenced teaching.
- Adaptive teaching: adjusting explanations, scaffolds, grouping, pace, processing time, modelling and methods of recording without unnecessarily reducing ambition.
- Visuals, concrete resources, pre-teaching of key vocabulary and opportunities to revisit learning.
- Accessible classroom environments and reasonable adjustments that remove barriers.
- Positive relationships, predictable expectations and support for self-regulation and independence.
- Regular assessment so that misconceptions and gaps are identified early.

Targeted or additional support

Where universal provision is not enough, a pupil may receive additional support in class, in a small group or individually. Targeted work should be specific, time-limited where appropriate, connected to classroom learning and reviewed for impact. Examples may include structured literacy/phonics or numeracy work, precision teaching, communication and language programmes, social or emotional groups, fine/gross motor work, pre-teaching, retrieval practice or targeted pastoral support.

Specialist or intensive support

Some pupils need advice or intervention from external professionals. This may include the Advisory Teaching Service, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, hearing or vision specialists, paediatrics, school nursing, mental-health services, Early Help or Social Care. Recommendations are considered alongside the school's knowledge of the child and should be translated into practical provision that can be reviewed.

Independence matters

Additional adults are used to remove barriers and build independence, not to create unnecessary dependence. The class teacher remains responsible for planning, teaching, assessment and progress. Where a pupil works away from the class for an intervention, we consider carefully what they may miss and how the intervention connects back to the curriculum.

8. How we assess progress and evaluate provision

Schools are accountable not just for providing support, but for knowing whether it is helping. We evaluate provision using more than one measure because success may include academic progress, communication, independence, participation, regulation, attendance, relationships or confidence.

- Progress and attainment from the pupil's own starting points, including curriculum assessments and appropriate standardised measures.
- Progress towards My Plan, My Plan+ or EHCP outcomes, with smaller steps made visible where necessary.
- Before-and-after or baseline information for targeted interventions, where this is meaningful.
- Quality of work, classroom observation and how independently a pupil can use a skill in normal lessons.
- Attendance, engagement, participation or reduced barriers where these are relevant to the outcome.
- Pupil voice and parent/carers feedback about what has changed and what remains difficult.
- SENDCo and leadership monitoring, including review of plans, learning, provision and patterns across groups.

If provision is not having the intended impact, we will ask why. This may mean changing the strategy, frequency, teaching approach, outcome, environment or level of specialist input. Continuing an intervention simply because it has always been used is not sufficient.

9. Working in partnership with parents and carers

Parents and carers are essential partners in the Graduated Pathway. We want communication to be warm, straightforward and purposeful. You should know what the school is concerned about, what support is being tried, what progress looks like and what will happen next.

What you can expect from school

- We will listen to your concerns and recognise your knowledge of your child.
- We will explain our educational evidence and avoid jargon where possible.
- We will involve you when SEN support is being considered, planned or reviewed.
- We will share agreed outcomes, actions and review information, and discuss reports from external professionals.
- We will contact you sooner than a scheduled meeting if there is a significant change or concern that should not wait.
- We will seek consent for referrals where consent is required, except where safeguarding duties mean information must be shared without consent.

What we ask of parents and carers

- Share concerns early with the class teacher rather than waiting for a problem to become entrenched.
- Tell us about significant changes, previous support, relevant professional reports and strategies that work at home.
- Attend or contribute to review meetings wherever possible so that decisions are made with you, not around you.
- Respond to reasonable requests for information or consent that are needed to progress agreed support or referrals.
- Where it is helpful and manageable, use agreed strategies consistently at home, while protecting family time and wellbeing.
- Keep communication respectful and focused on the child's needs. If something is not working, tell us so that we can review it together.

Why this partnership matters

School sees your child in a busy learning and social environment; you see your child across home, family and community life. Neither picture is complete on its own. The strongest plans are built from both.

10. How children and young people are involved

Children should be active participants in decisions about their support. The way we gather their views will depend on age, communication, confidence and preference. A pupil may talk with a trusted adult, complete a My Profile, draw or write, use symbols, take part in a meeting, make a short presentation or have an adult represent their views.

We aim to understand what the child enjoys, what they find difficult, what helps, what they want to get better at and how support affects their sense of belonging. Where possible, we avoid routinely withdrawing pupils from favourite subjects or important parts of a broad and balanced curriculum, and we explain why any intervention is happening.

11. External professionals, diagnostic pathways and Right to Choose

Sometimes school-based assessment and support indicate that specialist advice would help. Any referral should have a clear purpose: for example, to understand a communication need, refine teaching strategies, assess a physical or sensory barrier, support emotional wellbeing or clarify whether a diagnostic assessment may be appropriate.

Gloucestershire Autism and ADHD assessment pathway

Gloucestershire Health and Care NHS Foundation Trust provides a Children's Autism and ADHD Assessment Service (CAAAS). Current local guidance expects a clear support plan to be in place and reviewed before referral, with information from the educational setting and family. In practice, schools will use Gloucestershire's Graduated Pathway to show what has been tried, what has helped, what concerns remain and how the child presents in education.

Current local NHS information: [Children's Autism and ADHD Assessment Service \(CAAAS\)](#)

How school can support a Right to Choose referral

In England, eligible patients may be able to choose an alternative NHS-funded provider for an autism or ADHD assessment through the NHS Right to Choose arrangements. Families should discuss eligibility and the referral route with the relevant health professional, usually their GP for a Right to Choose request. Provider criteria and processes can change.

The school's role in an external or Right to Choose referral

Where a family is pursuing an external diagnostic referral, including an NHS Right to Choose pathway where eligible, an LWCET school can provide educational evidence. This may include the child's strengths; current attainment and academic progress over time; classroom observations; attendance where relevant; adjustments and interventions already tried and their impact; school assessment information; and specific concerns seen in the educational setting. School staff do not provide a medical diagnosis and cannot guarantee that a GP or assessment provider will accept a referral. Decisions about clinical eligibility, assessment and diagnosis rest with the appropriate health professional or provider.

School support will continue to be based on identified need while a child is waiting for an assessment. We will not withhold appropriate adjustments simply because a diagnosis is pending.

NHS information: [Autism assessments and Right to Choose](#) | [ADHD in children and young people](#)

12. Education, Health and Care Plans (EHCPs)

Most children and young people with SEN are supported successfully through high-quality teaching and SEN support. For a smaller number whose needs are significant and may require provision beyond what is

normally available through school-based support, an Education, Health and Care (EHC) needs assessment may be considered.

An EHC needs assessment is a statutory process led by the local authority. A school or parent/carer can request an assessment. The local authority decides whether the legal test for assessment is met and, after assessment, whether an EHCP is necessary. Evidence of the graduated approach is important because it shows the nature of need, the provision already made and the child's response.

Where a pupil has an EHCP, the school will deliver the educational provision for which it is responsible, monitor progress and take part in the statutory Annual Review. Gloucestershire practice also uses My Plan+ to break longer-term EHC outcomes into smaller steps and to coordinate other unmet needs where appropriate.

An EHCP is not a diagnosis

An EHCP is a statutory plan about needs, outcomes and provision. A child does not have to hold a particular medical diagnosis before an EHC needs assessment can be considered; the question is whether their special educational needs may require provision through an EHCP.

13. Wellbeing, behaviour, attendance and safeguarding

Emotional wellbeing and a sense of safety and belonging are central to learning. Schools provide universal pastoral and PSHE/RSHE provision and may add targeted support such as a trusted adult, relational or emotion-regulation work, social groups, pastoral check-ins or external mental-health support where appropriate.

Behaviour can be a form of communication and may prompt us to explore unmet need, but challenging behaviour is not automatically a special educational need. We consider context, patterns, triggers, relationships, learning, communication, sensory factors, mental health and other possible explanations. Where a pupil has SEND, reasonable adjustments may be needed within the school's behaviour framework.

Attendance concerns are considered in the same holistic way. If SEND, health, anxiety or wider family circumstances are affecting attendance, school will work with the child and family and may involve relevant professionals. Safeguarding responsibilities always take priority where there is a concern about a child's safety or welfare.

14. Accessibility, inclusion, admissions and school activities

LWCET schools are inclusive mainstream settings. We aim for pupils with SEND and disabilities to learn and participate alongside their peers, with reasonable adjustments made to reduce disadvantage. Each school publishes an Accessibility Plan setting out how it will improve access to the curriculum, physical environment and information.

Admissions

Admissions arrangements must not discriminate against a child because of SEN or disability. Children with an EHCP are admitted through the statutory process where the plan names the school. Other pupils with SEND apply through the school's normal admissions arrangements. Please see the current LWCET and school admissions information for full details.

Curriculum, clubs, trips and residentials

Pupils with SEND should be enabled to take part in the wider life of school. Staff plan reasonable adjustments for lessons, assessment, clubs, educational visits, sport, performances and residential experiences wherever reasonably possible. Risk assessment is used to support safe participation, not as an automatic reason to exclude a pupil from an activity.

Equipment and facilities

Where a pupil needs specialist equipment, access arrangements or changes to the environment, the school will consider what can reasonably be provided and may seek advice from the local authority, health professionals or specialist services. This can include assistive technology, adapted resources, mobility or personal-care equipment, seating, acoustic or visual adjustments and staff training.

15. Transitions and preparing for the future

Transitions can be exciting and difficult. We plan them according to individual need rather than using one approach for every child.

- Entry to school: liaison with parents, early years settings, previous schools and professionals; additional visits or settling-in arrangements where useful.
- Moving class: structured handover between staff, sharing My Profile/My Plan/My Plan+/EHCP information and strategies that work; additional visits, photos or transition books where helpful.
- Moving school or secondary transfer: early contact with the receiving SENDCo, sharing agreed information, transition visits and opportunities for the child and family to meet key staff.
- Preparing for adulthood: age-appropriate attention to independence, communication, self-advocacy, friendships, safety, aspirations and life skills, alongside strong academic and career expectations.

Parents and pupils will be involved in deciding what information should be shared, subject to legal duties, so that the receiving setting has the knowledge it needs to provide continuity.

16. Staff expertise and resources

Every LWCET school has an allocated SENDCo. SENDCos work with headteachers, class teachers, support staff, local governors and Trust leaders to coordinate provision, maintain appropriate records, support staff development and liaise with families and external services.

Training is matched to the needs of the pupils and staff in each school. This can include inclusive/adaptive teaching, communication and interaction, cognition and learning, SEMH, sensory/physical needs, medical needs, specific interventions and training from specialist professionals. SENDCos also engage in professional networks and share practice across the Trust.

Resources are deployed according to need and impact. This may include staffing, specialist equipment, training, intervention materials and external expertise. The type and amount of support are not determined solely by a diagnosis or by a fixed number of adult-support hours; the aim is to secure effective access, progress and increasing independence.

17. If you are worried or wish to complain

Please raise concerns as early as possible so that we have the best chance of resolving them together. Most questions can be addressed through a calm discussion about the evidence, what has been tried and what will happen next.

Step	Who to contact
1	Your child's class teacher – for day-to-day concerns about learning, progress, support or wellbeing.
2	The school SENDCo / Inclusion Lead – if the concern relates specifically to SEN provision or has not been resolved.
3	The Headteacher – where the matter remains unresolved.
4	Use the school/Trust formal complaints procedure, available through the LWCET policies page.

LWCET complaints and SEND policies: [LWCET Policies & Documents](#)

For disagreements about statutory EHC assessment or plans, separate local-authority disagreement-resolution, mediation and SEND Tribunal routes may apply. SENDIASS Gloucestershire can provide free, confidential and impartial information and advice about these processes.

18. Glossary of key terms

Term	Plain-English meaning
Adaptive teaching	Teachers make responsive adjustments to teaching so pupils can access ambitious learning; for example by changing explanations, scaffolds, processing time, resources or ways of recording.
Annual Review	The statutory yearly review of an Education, Health and Care Plan (EHCP).
Assess–Plan–Do–Review (APDR)	The four-part graduated cycle used to understand need, plan support, put it in place and review its impact.
ATS	Advisory Teaching Service – specialist teachers who advise schools in areas of SEND.
CAMHS	Child and Adolescent Mental Health Services.
CAAAS	Children's Autism and ADHD Assessment Service in Gloucestershire.
Diagnosis	A clinical identification made by an appropriately qualified health professional. School support is not dependent on having a diagnosis.
Disability	Under the Equality Act 2010, a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities.
EHC needs assessment (EHCNA)	The statutory local-authority assessment process used to decide whether an EHCP is necessary.
EHCP	Education, Health and Care Plan – a legal plan describing a child or young person's needs, outcomes and specified provision.
Graduated Approach	The SEND Code of Practice approach of increasing or adapting support through repeated Assess–Plan–Do–Review cycles.
Graduated Pathway	Gloucestershire's whole-child Early Help and targeted-support framework, which includes My Profile, My Plan, My Assessment and My Plan+.
High-quality teaching	Inclusive everyday teaching that is well planned, ambitious and responsive to different learners. It is the first response to identified need.
Intervention	A planned, targeted teaching or support approach with a clear intended outcome and review point.
Lead Practitioner	The professional who coordinates a multi-agency plan and helps ensure agreed actions happen.
Local Offer	The local authority's published information about SEND services, support and provision available in the local area.
My Assessment	Gloucestershire's holistic assessment used to understand more complex needs and inform a My Plan+.
My Plan	A Gloucestershire additional-support plan setting out needs, SMART outcomes, actions and review.
My Plan+	A more intensive, outcome-focused Gloucestershire plan informed by a holistic assessment and usually involving more than one agency.
My Profile	A child-centred profile describing strengths, what matters to the pupil, communication and useful strategies.
Outcome	The meaningful change or improvement that support is intended to achieve. It may be academic, social, emotional, communication-related, physical or independence-focused.
Pupil voice	The child or young person's views, preferences, experiences and aspirations, gathered in a way that is accessible to them.

Term	Plain-English meaning
Reasonable adjustment	A change made to reduce or remove disadvantage experienced by a disabled pupil.
Right to Choose (RTC)	An NHS patient-choice route in England through which eligible patients may be able to choose an alternative NHS-funded provider for certain assessments or services.
SEN	Special educational needs.
SEND	Special educational needs and disabilities.
SEN support	Special educational provision made through the school's graduated approach for a pupil identified as having SEN.
SENDco / SENCO	Special Educational Needs and Disabilities Coordinator – the qualified teacher who coordinates SEN provision in a school.
SEMH	Social, emotional and mental health needs – one of the four broad areas of SEN.
SMART outcome	An outcome that is Specific, Measurable, Achievable, Relevant/Realistic and Time-bound.
TAF	Team Around the Family – a meeting bringing the family and relevant professionals together to agree and review coordinated support.
TALC	Team Around the Locality Cluster – Gloucestershire multi-agency support for schools where barriers remain despite intervention and a My Assessment is in place.
Transition	A move between classes, year groups, phases, schools, colleges or life stages.

19. Where parents and carers can find help and support

You do not have to navigate SEND alone. Your child's school is the best first point of contact for school-based concerns, but independent and specialist support is also available. Contact details and opening times can change, so please check the organisation's website for the latest information.

Local support in Gloucestershire

Support for Families with SEND – Gloucestershire Local Offer – Information about education, health, social care, activities and support for children and young people with SEND in Gloucestershire. [Website](#)

SENDIASS Gloucestershire – Free, confidential and impartial SEND information, advice and support for parents/carers and young people aged 0–25. Tel: 0800 158 3603. [Website](#)

Gloucestershire Parent Carer Forum – Peer support, events and a collective voice for parent carers of children and young people with disability, SEN, conditions or additional needs. [Website](#)

Family Information Service (FIS) – Information and signposting for families, including the Glosfamilies Directory and support up to age 25 for young people with SEND. Email: familyinfo@gloucestershire.gov.uk. [Website](#)

Gloucestershire Children's Helpdesk / Early Help – Advice on the Graduated Pathway, My Plan, My Assessment, My Plan+, TAF and lead-practitioner arrangements. Tel: 01452 426565. Email: Childrenshelpdesk@gloucestershire.gov.uk. [Website](#)

Children's Autism and ADHD Assessment Service (CAAAS) – Current Gloucestershire NHS information about autism/ADHD assessment and referral requirements. [Website](#)

National organisations

IPSEA (Independent Provider of Special Education Advice) – Free and independent legal information and advice about SEND law, SEN support and EHCP processes. [Website](#)

Contact – Support and information for families with disabled children, including advice where a child does not yet have a diagnosis. Tel: 0808 808 3555. [Website](#)

YoungMinds Parents Helpline – Advice for parents and carers worried about a child or young person's mental health. Tel: 0808 802 5544. [Website](#)

Scope – Disability information and support, including practical advice and signposting. Tel: 0808 800 3333. [Website](#)

Family Fund – Grants and practical support for eligible families raising disabled or seriously ill children and young people. Tel: 01904 550055. [Website](#)

SOS!SEN – Independent information and advice on SEND and education law; national helpline operates at published times. Tel: 020 8538 3731. [Website](#)

National Autistic Society – Information and support about autism, including assessment, education and family support. [Website](#)

Key documents and further reading

[LWCET Policies & Documents](#) – Current Trust SEND/Inclusion Policy and related policies.

[Gloucestershire Graduated Pathway Practice Guidance](#) – Current county guidance, flowcharts, tools and templates.

[SEND Code of Practice: 0 to 25 years](#) – Statutory guidance for organisations working with children and young people with SEND.

[Academy publication requirements](#) – Current government guidance on the SEN information that academies must publish online.

Please come and talk to us

If you are worried about your child, you do not need to arrive with a diagnosis, a label or a solution. Start with what you are noticing. We will bring together your knowledge, your child's voice and the school's educational evidence so that we can agree the most helpful next step.