

"Let your Light Shine"
"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." – Matthew 5:16

At St Thomas', inclusion is not an initiative – it is our identity.

Guided by our Christian vision, "Let Your Light Shine," we are nurturing an aspirational community where every child is valued, supported and empowered to flourish. We believe that every pupil has unique gifts, and it is our responsibility to remove barriers so that each child can grow academically, socially, emotionally and spiritually

Inclusion means:

- Every child belongs.
- Every child achieves.
- Every child is heard.
- Every child's light shines.

Our Vision for Inclusion

Our inclusive approach is built around three key principles

☀ Belonging

Every pupil feels safe, respected and valued.

☀ Achievement

Every pupil receives high-quality teaching and tailored support to reach their full potential.

☀ Flourishing

Every pupil is supported to develop confidence, resilience and character. Our work in SEND, Pupil Premium, Equality, Diversity and Inclusion (EDI), pastoral care and attendance is unified through this vision.

Inclusion at St Thomas'





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Leadership for Inclusion

Inclusion is led strategically and operationally.

SENDCo :
Amanda Reid

- Oversees statutory SEND processes.
- Ensures compliance with the SEND Code of Practice.
- Leads EHCP applications and graduated response (Assess-Plan-Do-Review).
- Medical & First Aid
- Works closely with families and external professionals.

Inclusion Lead:
Assistant Headteacher
Lydia Wainwright

- Leads the strategic vision for SEND and inclusion within the School Development Plan.
- Manages day-to-day inclusion across school.
- Monitors impact of interventions and adaptive teaching.
- Champions inclusive culture and high expectations
- Works closely with families and external professionals.

WHO DO I GO TO?

SEND, Inclusion & Wellbeing – At a Glance



Other staff members on the inclusion team are: Imogen Moffatt (Deputy Headteacher and Pupil Premium Lead), Emma Stankowski & Nicola Hopkins (Pastoral Leads).

Inclusion at St Thomas



Universal Offer

The Foundations of Inclusion

At St Thomas', inclusion begins in the classroom.

The most effective way to ensure every child thrives is through consistently high-quality teaching. Guided by our vision, Let Your Light Shine, we maintain high expectations for all pupils and remove barriers so every learner can access ambitious learning.

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Adaptive Teaching

Teachers plan carefully sequenced lessons that are flexible and responsive. Learning is adapted - not simplified - so pupils can access core knowledge and develop deep understanding. This may include scaffolding, visual supports, structured talk, vocabulary pre-teaching and additional modelling.

Language-Rich Classrooms

We explicitly teach vocabulary and model high-quality language. Structured oracy opportunities help pupils articulate their thinking and build confidence.

What This Looks Like in Practice

Strong Relationships

Inclusive classrooms are relational. Staff know their pupils well, creating safe and supportive environments where children feel seen, heard and valued.

High Expectations for All

We maintain ambitious standards for every child. Disadvantage or additional need does not limit potential. Pupils are challenged appropriately and supported to achieve their best.

Responsive Assessment

Regular assessment enables teachers to identify gaps early and adjust teaching quickly. Where additional support is needed, it is timely, targeted and carefully reviewed for impact.

When teaching is inclusive, fewer pupils require intensive intervention, attainment gaps narrow and confidence grows.

Most importantly, children believe they can succeed - and that is when their light truly shines.



SEND Provision

Supporting Every Learner to Flourish

At St Thomas', we are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) receive the support they need to achieve their full potential.

In line with our SEND Policy, we promote early identification, high aspirations and inclusive practice in every classroom. Our aim is always to enable pupils to access the full curriculum, develop independence and experience success.

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Early Identification and Graduated Support

We believe that identifying need early is key. When concerns arise, we follow the graduated approach:

Assess – Plan – Do – Review

This ensures that:

- Needs are clearly identified.
- Support is purposeful and targeted.
- Progress is closely monitored.
- Provision is adapted where necessary.
- Parents and carers are involved throughout the process, and pupil voice is central to planning next steps.

Working in Partnership

The SENDCo and Inclusion Lead work closely with:

- Class teachers and support staff
- Parents and carers
- External professionals (such as Speech and Language Therapists, Educational Psychologists and Inclusion Consultants)

Where necessary, we support families through applications for High Needs Funding or Education, Health and Care Plans (EHCPs).

Areas of Need

We support pupils across the four broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Support may include adaptive teaching strategies, small group interventions, assistive technology, personalised targets or specialist external input.

Our Commitment

We maintain high expectations for all pupils with SEND. Support is designed to remove barriers, not reduce ambition.

Our goal is to build confidence, independence and resilience - ensuring that every child feels valued, included and able to let their light shine.



SEND Referral Process

Teacher/parent raises concerns

1

Teacher to complete a checklist for highlighted concern(s) e.g. ASD, ADHD. Complete observations and record on ION & CPOMS.

Use provision maps to implement appropriate QFT. Ensure this is recorded on ION. If progress is limited...

2

Inform SENCo/Inclusion Lead

Parent meeting

3

SEnCo/Inclusion Lead to complete observation(s), make appropriate recommendations and judgement for referral.

SEnCo will complete appropriate referral to outside agencies/services e.g. pathway, CAMHS, School Nurse, inclusion team.

4

Await outcome/advice & support

The Graduated Approach

A Structured Pathway to Support

At St Thomas', we are committed to identifying and responding to additional needs early. When a pupil requires support beyond high-quality classroom teaching, we follow the Graduated Approach, as outlined in the SEND Code of Practice. This ensures support is carefully planned, purposeful and regularly reviewed. Our approach is rooted in high expectations and a belief that every child can succeed.

Review

Progress is reviewed regularly, typically three times a year or more frequently if needed.
During reviews, we:

- Evaluate impact.
- Adjust provision where necessary.
- Set new targets if appropriate.
- Decide whether further specialist involvement is required.

Parents and pupils are actively involved in this process.



Assess

We gather information to understand a pupil's strengths and areas of need. This may include:

- Teacher assessment and observation
- Pupil voice
- Parent/carer discussions
- Screening tools or standardised assessments
- Advice from external professionals (where appropriate)

We take time to build a full picture of the child.



Do

The planned support is delivered.
Class teachers remain responsible for the progress of every pupil in their class, including those receiving additional support. Teaching assistants and support staff work under the direction of the teacher to ensure consistency and impact.



The Child

Review

Review and reflect

Assess

Observe and assess

Do

Act and interact

Plan

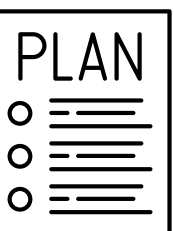
Consider and plan

Plan

Together with parents and the pupil, we agree:

- Clear, specific targets (SMART targets)
- Strategies and adaptations within the classroom
- Any targeted interventions required
- How progress will be measured

Provision is carefully tailored to remove barriers while maintaining ambitious expectations.



If a pupil continues to require significant support despite carefully targeted provision, we may:

- Seek advice from external specialists.
- Apply for High Needs Funding.
- Begin the process of requesting an Education, Health and Care Plan (EHCP), in partnership with families and the Local Authority.





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Multi-Agency Support

Working Together to Strengthen Inclusion

At St Thomas', inclusion is a shared responsibility.

We recognise that meeting the diverse needs of our pupils requires collaboration beyond the classroom. Through strong, purposeful partnerships, we ensure that support is coordinated, informed and centred around each child.

Multi-agency working strengthens our ability to remove barriers, raise aspirations and enable every pupil to let their light shine.

Local Authority

We work closely with Sefton Inclusion Team (SENSIS) and the Local Authority to:

- Access specialist advice and outreach support.
- Support the graduated approach (Assess-Plan-Do-Review).
- Secure High Needs Funding where appropriate.
- Coordinate Education, Health and Care Plan (EHCP) applications and reviews.
- Ensure provision aligns with statutory SEND guidance.

This ensures pupils with additional needs receive expert input and appropriate provision.

Health & Specialist Services

We collaborate with a range of external professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Autism and Inclusion Consultants
- School Nursing Services
- Complex Needs Teams

These partnerships help us better understand pupils' profiles and tailor provision precisely.

Trust Collaboration - LDST

As part of Liverpool Diocesan Schools Trust (LDST), we benefit from:

- Shared best practice across schools.
- Specialist inclusion networks.
- Strategic leadership support.
- Professional development for staff.
- Trust-wide quality assurance and challenge.

This strengthens consistency, expertise and ambition across our inclusion offer.

Early Help & Family Support

Where families need additional support, we work alongside:

- Early Help services
- Family support workers
- Social care teams (where appropriate)

This proactive approach ensures that emerging needs are addressed early, preventing escalation and promoting stability for children.



Through collaborative partnerships, we ensure that no child's needs are faced alone. By working together, we build a network of support around each pupil - enabling them to thrive academically, socially and emotionally. Because inclusion is strongest when it is shared.

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Trauma-Informed Practice

Creating the Conditions for Every Child to Flourish

At St Thomas', we understand that children cannot learn well unless they feel safe, secure and emotionally supported. Our commitment to Let Your Light Shine means we prioritise wellbeing alongside academic achievement. We recognise that behaviour is communication and that some pupils may need additional relational and emotional support in order to thrive



Being trauma-informed means understanding that behaviour is often a response to unmet needs or difficult experiences.

We recognise that adverse experiences can affect:

- Emotional regulation
- Attention and concentration
- Relationships with adults and peers
- Confidence and self-belief

Rather than asking, "What is wrong?" we ask, "What has happened, and how can we help?"

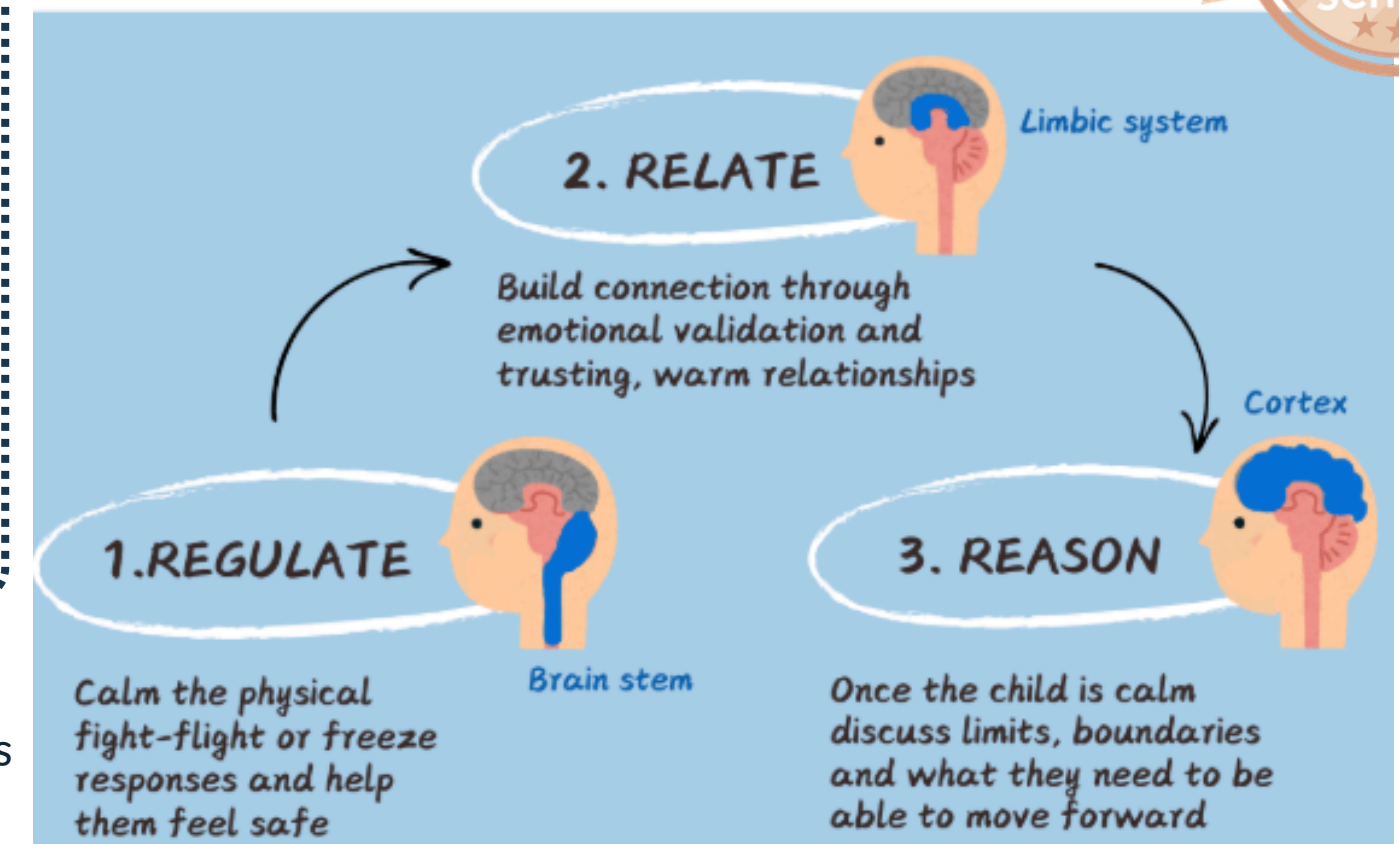
Our trauma-informed practice includes:

- Predictable routines and clear boundaries
- Calm, regulated adult responses
- Relational approaches that prioritise connection
- Restorative conversations to repair harm
- Explicit teaching of emotional regulation strategies
- Safe spaces for reflection and reset

Staff are trained to notice early signs of dysregulation and intervene proactively, reducing escalation and promoting self-regulation. This may be outlined in individuals One Page Profile where necessary.

Consistency across all adults ensures children experience safety and stability throughout the school day.

Using the Three R's of emotional regulation



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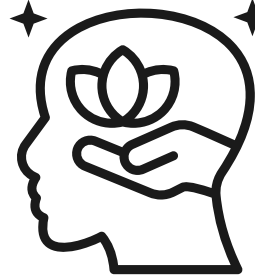


Pastoral support and Wellbeing

Enabling Every Child to Let Their Light Shine

At St Thomas', wellbeing is at the heart of inclusion.

We believe children flourish when they feel safe, valued and understood. Our pastoral provision ensures that emotional wellbeing is supported alongside academic achievement, creating the foundations for every child to succeed.



Our Approach

Our pastoral support is:

- Relational – built on strong, trusting adult–pupil relationships.
- Proactive – identifying needs early and responding quickly.
- Consistent – ensuring all staff follow a shared approach.
- High Expectation – removing barriers without lowering standards.

We understand that behaviour is communication. By responding with empathy, clarity and structure, we help pupils regulate, reflect and rebuild.

Working with Families

Pastoral support extends beyond the classroom. We work closely with families to: Support attendance where anxiety is a barrier; offer reassurance and guidance; signpost external services when appropriate and maintain open, respectful communication. Strong partnerships ensure consistency and stability for pupils.

Pastoral support

Our dedicated Pastoral Leads provide:

- Structured wellbeing sessions.
- 1:1 mentoring and check-ins.
- Small group nurture support.
- Access to the Quiet Zone / Lighthouse Room for reflection and reset.

We also use MyHappyMind to teach children about brain development, emotional awareness and positive mental habits.

This equips pupils with lifelong skills in resilience, self-regulation and confidence.



The Impact

When children feel emotionally safe:

- Anxiety reduces.
- Behaviour improves.
- Attendance strengthens.
- Engagement increases.
- Confidence grows.

Wellbeing is not separate from learning – it makes learning possible.

At St Thomas', we create the conditions where every child feels safe enough to succeed and confident enough to let their light shine.

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Pupil Premium

At St Thomas', we are committed to ensuring that disadvantage does not limit potential. Our Pupil Premium strategy is central to our inclusion vision and reflects our belief that every child deserves the opportunity to let their light shine.

Our Approach

We use a structured three-tier model to ensure funding has maximum impact:

1. High-Quality Teaching

The strongest driver of improvement. We prioritise adaptive teaching, strong relationships and ambitious expectations for all.

2. Targeted Academic Support

Including phonics interventions, literacy and reading programmes, small group tuition and structured TA support.

3. Wider Strategies

Focused on attendance, wellbeing, enrichment opportunities and parental engagement.

Key Priorities

Our strategy focuses on:

- Narrowing attainment gaps in reading and writing
- Improving attendance and reducing persistent absence
- Strengthening behaviour for learning and resilience
- Increasing access to enrichment and cultural capital
- Supporting parental engagement

We monitor progress closely through regular pupil progress meetings, attendance reviews and intervention impact checks.

Headline Figures

Total number of pupils: 229

Number of pupils eligible for Pupil Premium: 21

Proportion of school population: approximately 9%

Number of Pupil Premium pupils also on the SEND register: 7

This overlap reinforces the importance of a joined-up approach between SEND, pastoral provision and Pupil Premium strategy.

Pupil Premium is not simply funding - it is a commitment.

A commitment to:

- High expectations
- Early intervention
- Strong relationships
- Removing barriers
- Raising aspirations

Through careful planning, rigorous monitoring and whole-school ownership, we ensure that every pupil, regardless of background, is supported to succeed.

Because equity means giving every child what they need to thrive - so their light can shine brightly.

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Pupil Premium

Our Offer to Every Pupil Premium Child

Every Child is Known

- Identified on class list & provision map
- Barriers clearly understood and reviewed termly
- Strengths & interests recorded
- Academic, attendance and wellbeing profile kept to date.
- Named adult oversight where appropriate

If a Child is Below Age Related Expectations

In the classroom

- Priority seating & frequent check-ins
- Scaffolded tasks with high expectations
- Pre-teaching of vocabulary & key concepts
- Visual support & modelling
- Same day intervention where possible
- Clear success criteria

Additional support

- Evidence-based intervention programmes
- Small group or 1-1 support
- Reading support if needed
- Pastoral support if needed
- Attendance monitoring

- Encourage and support engagement
- Support improved attendance for all.



What We Know About Our Children:

- Where each child is academically (using assessment data)
- Barriers and factors impacting them.
- What we do differently in lessons.
- Additional support they receive.
- Impact so far.
- Next step for each child.
- How we support beyond academics.

If a Child is Working at Age Related Expectations

- Full curriculum access
- High quality teaching and challenge
- Targeted questioning
- Vocabulary development
- Regular feedback & next steps
- Spelling support

If a Child is Achieving at Greater Depth

- Academic challenge
- Higher order tasks
- Higher order questioning
- Reasoning & problem solving
- Extended writing & projects.
- Access to competitions and challenges

Social and Emotional Development for All

- Daily welcome & positive relationships
- Reward positive behaviour and progress
- Rewards & recognition
- Support plans where attendance is low
- Flexible support for families

Family Partnership

- Regular communication
- Pastoral advice on how to help at home
- Invitations to workshops & events
- Support when barriers to engagement

Our Offer to Every Pupil Premium Child



Every teacher knows, every teaching assistant
every child matters.

1

Targeted Support

Focused teaching assistant support & intervention sessions.



2

Greater Depth

Challenge & extend learning for high achievers.



3

Daily Readers & Phonics

1:1 daily reading & phonics booster sessions.



4

Curriculum Adaptations

Adjustments to the curriculum when needed.



5

Pastoral Support

Emotional & well-being support.



6

Wider Opportunities

Access to trips, clubs, sports teams & enrichment activities.



7

Personal Development

Building confidence, resilience & life skills.



Ensuring **EVERY** child has what they need to succeed.





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Curriculum, EPI & Representation

A Curriculum Where Every Child Belongs

At St Thomas', our curriculum is ambitious, inclusive and reflective of the diverse world our pupils are growing into. Guided by Let Your Light Shine, we ensure every child feels represented, respected and valued within their learning.

Inclusive by design

Our curriculum is:

- Knowledge-rich and carefully sequenced
- Accessible through adaptive teaching
- Built on high expectations for all learners
- Designed to remove barriers, not lower standards

All pupils, including those with SEND and those eligible for Pupil Premium, are supported to access the full breadth of school life.

Through our EDI commitment, we:

- Promote dignity and respect for all
- Address prejudice swiftly and constructively
- Teach pupils to recognise fairness and injustice
- Encourage thoughtful discussion and critical thinking

Our Christian foundation strengthens our belief in the inherent worth of every individual.

Representation Matters

We intentionally choose texts, topics and resources that:

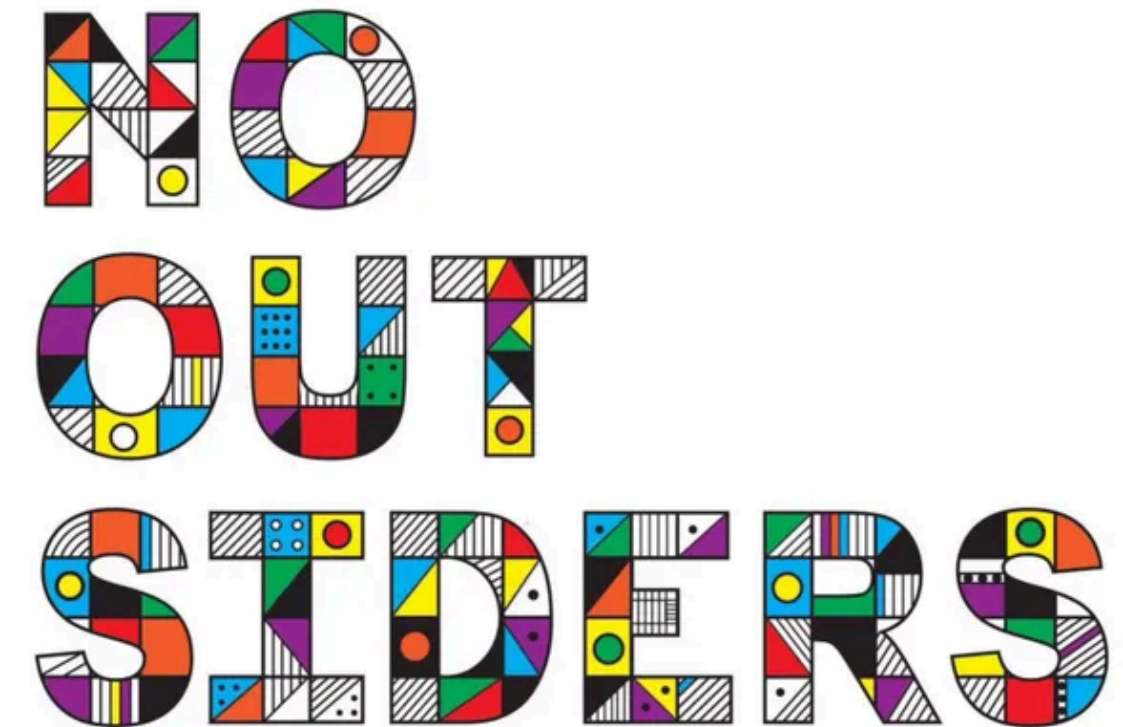
- Reflect diverse cultures and identities
 - Challenge stereotypes
 - Broaden horizons
 - Promote respect and understanding
- We use the No Outsiders programme to teach pupils about equality, belonging and the importance of valuing difference. Through structured discussions and age-appropriate texts, pupils learn that everyone is welcome and everyone belongs.

Inclusion extends beyond the classroom.

We ensure equitable access to:

- Educational visits and workshops
- Clubs and extracurricular activities
- Leadership opportunities
- Arts, music and specialist teaching

These experiences broaden horizons, build confidence and strengthen cultural capital.



Through curriculum and enrichment, pupils develop:

- Empathy
- Respect
- Responsibility
- Confidence
- Curiosity

We prepare our pupils not only to achieve academically, but to contribute positively to society.

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Measuring Impact

Ensuring Inclusion Makes a Difference

At St Thomas', inclusion is carefully monitored and continually strengthened. We use a range of qualitative and quantitative measures to ensure that our provision has real impact on pupils' outcomes and wellbeing.

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Wellbeing & Behaviour

We evaluate:

- Behaviour logs and patterns
- Use of pastoral and therapeutic provision
- Pupil voice surveys
- Emotional wellbeing indicators

We look for reductions in behaviour incidents, improved regulation and increased readiness to learn.

Quality of Provision

Leaders monitor inclusive practice through:

- Learning walks
- Book looks
- Classroom observations
- Staff professional development reviews
- Governor oversight

This ensures consistency, high expectations and accountability across school.

How we measure impact

Listening to Our Community

Impact is also measured through:

- Parent feedback
 - SEND review meetings
 - Pupil voice
 - Trust and Local Authority review processes
- Inclusion is strongest when all voices are heard.

Academic Progress

We regularly review:

- Pupil progress data across reading, writing and maths
 - Progress of pupils with SEND
 - Outcomes for Pupil Premium pupils
 - Standardised assessments and screening tools
 - Intervention impact through short-cycle reviews
- Half-termly pupil progress meetings ensure support is adjusted promptly where needed.

Attendance & Engagement

We monitor:

- Whole-school attendance
 - Attendance of vulnerable groups (SEND and Pupil Premium)
 - Persistent absence rates
 - Behaviour patterns and learning engagement
- Weekly attendance meetings allow early intervention and personalised support.

Through regular evaluation and responsive action, we ensure our inclusive approach is not static - it evolves to meet the needs of our pupils.

Because true inclusion is measured not only by provision, but by the confidence, achievement and flourishing of every child.





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Christian Distinctiveness

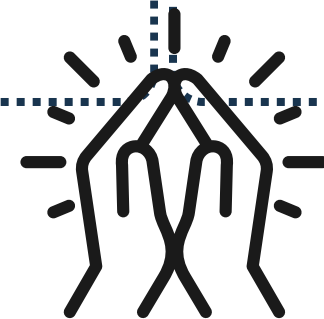
Inclusion Rooted in Our Vision

A Community of Dignity and Respect

- Our Christian foundation calls us to:
- Welcome and value every individual
- Celebrate difference
- Act with compassion and fairness
- Stand against prejudice and exclusion
- We intentionally build a school where everyone belongs.

Faith in Action

Our work in SEND, Pupil Premium, pastoral care and equality reflects our commitment to equity and dignity for all. We hold high aspirations for every child and create the conditions where they can flourish. Because when children know they are valued, supported and encouraged, their light shines. ✨



Let your
light
shine

Inclusion at St Thomas

