



Saint Joseph's
CATHOLIC SCHOOL

Inclusion Strategy

Version 1.0 – February 2026

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY



Success Criteria:		
Context/Aim: Education should be focused on giving young people the knowledge and skills in order to thrive in their futures. It is '...the most powerful weapon which you can use to change the world.' ¹ Our Inclusion Strategy aims to ensure that each young person in our care leaves St Joseph's equipped to be a positive, productive member of society and achieve a good level of economic wellbeing. Pupils with SEND, those that are disadvantaged, those that are or have been known to social care and those that face any other barriers to learning should be supported and enabled to be successful both at school and in their futures, and our Inclusion Strategy ensures that they are at the very heart of what we do and why we do it. ² We work hard to ensure that barriers to learning are removed, pupils develop academically, socially and spiritually and leave ready to contribute positively to the world.		
Monitoring Procedures:		
By Whom: Assistant Head with responsibility for Inclusion	When: Annually	How: Reports to Governors Academic Committee
Evaluation:		
By Whom: Headmaster and Governors Academic Committee	When: Annually	How: SLT and Committee to review strategy and success thereof

Revision History:			
Version	Approved and Ratified	Review Date	Additional Notes
February 2026		February 2027	

Vision Statement:
<p>With God's love and inspiration, we aspire to achieve excellence.</p> <p>Vision: St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a profound sense of belonging and recognises their spiritual gifts. In a safe, trusting, and respectful environment, everyone can thrive.</p> <p>The St Joseph's family is dedicated to providing and receiving outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes in every aspect of school life to ensure the highest level of academic results. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.</p>

¹ Nelson Mandela 16 July 2003

² For the purposes of this document, this group will be referred to as SEND/disadvantaged. We are aware of and support all pupils that are part of the Inclusion category



National Policies and guidance/courses referred to and incorporated into strategy:	
Document/Course Title:	Document/Course Date:
Special educational needs and disability code of practice: 0 to 25 years	Department for Education, 2015
State-funded school inspection toolkit	Ofsted November 2025

Other SJCS Policies that relate to this Policy:
Teaching & Learning Policy
Assessment & Reporting Policy
Behaviour Policy
Attendance Policy
SEND Policy
Pupil Premium Grant Strategy
Careers Guidance (CEIAG)



Inclusion Strategy

The Role of our SEND department

Our SEN department ensures that pupils with SEND receive provision that is accurate, timely, and effective, in line with the SEND Code of Practice (2015). We have worked hard in order to ensure that we offer:

- Early identification through robust assessment and communication with staff, families, and external agencies.
- High-quality, personalised support and learning plans with clear outcomes that are reviewed regularly.
- Specialist interventions that are evidence-based and monitored for impact.
- Staff training that strengthens teachers' ability to adapt teaching without lowering expectations.
- Appropriate exam access arrangements and reasonable adjustments to ensure equity.

Our pupils with SEND access the same ambitious curriculum as their peers, with adaptations—not simplifications—used to support success. We do however keep the interests of the child paramount and regularly discuss with parents and carers the right options for their child³.

Supporting Disadvantaged Learners

Disadvantaged Learners are supported in order to achieve as well as possible, and benefit from all that St Joseph's offers. Our strategy for this includes:

- Quality first teaching by teachers that know and work hard for the disadvantaged learners in their classes

³ For example, a pupil with Down's Syndrome undertook a WJEC Pathway instead of GCSE Geography after discussion with parents. She accessed lessons alongside her peers but was supported with a curriculum adapted for her needs.



- Targeted academic support, including structured interventions such as literacy intervention and WIN
- Provision of essential learning resources.
- Rigorous monitoring of attendance, behaviour, engagement, and progress. This is supported by the Inclusion Lead's regular meetings with the Attendance Officer and termly reviews with each Head of Year regarding their year group.
- Strong relationships with families to support engagement and remove practical obstacles, which includes opening ESAs and co-ordinating support for families, not simply the children in our care.
- For CLA and PCLA, we have a high success rate of using interventions that will support the development of lifelong skills such as improved confidence and resilience.⁴
- Termly reviews for CLA (PEPs) with Virtual School and for PCLA with parents and any other stakeholders
- Our Young Carers (many of whom are Disadvantaged Learners) know that their club, Biscuit Club, is a place for peer support, positive activities in the morning and guidance and support from the Young Carers team.
- We regularly evaluate the impact of Pupil Premium funding and ensure it is used strategically to improve outcomes.

Removing Barriers to Learning

We work hard to ensure that all pupils, but particularly those that are disadvantaged or with SEN, can access the curriculum through:

- Consistently high-quality teaching across departments.
- Adaptive teaching strategies that support pupils with SEND and disadvantaged pupils: staff know and respond to pupils' individual needs.
- Accessible learning materials, including scaffolded tasks, visual supports, and vocabulary instruction.
- Assistive technology where appropriate.

⁴ These interventions include but are not limited to: Art Therapy, Drama Therapy, 1-2 literacy intervention, ELSA support and RDA intervention also.



- A safe, calm, and orderly environment that supports learning.
- Regular formative assessment to identify misconceptions and adjust teaching.
- Targeted literacy, numeracy, and study-skills interventions – efficacy of which are tracked and monitored.
- Interventions that support the development of the whole young person which lead to increased confidence, resilience and a more positive attitude to learning⁵

Access to Co-curricular activities

Co-curricular opportunities are an integral part of our pupils' development, guaranteeing pupils benefit from a rich and varied school experience. These opportunities ensure pupils develop character, resilience, and confidence. We ensure:

- All pupils can participate in clubs, sports, arts, and enrichment activities.
- Adaptations are made so pupils with SEND can access co-curricular opportunities.
- Financial support is available for disadvantaged pupils
- Staff leading activities are trained to support diverse needs.
- Learning resources are accessible and available for home use where needed.
- SEND and Disadvantaged Learners are actively encouraged to take part in the rich co-curricular life of the school, for example in Vocal Ensemble or History Club

Additional Opportunities and Pathways

Supporting our pupils' personal development and readiness for next steps is absolutely paramount to our school. We therefore provide:

- Pastoral support through mentoring, counselling, and wellbeing programmes.
- Priority access to the Lead Careers Professional, particularly at KS4
- Support with finding, applying for and achieving a Work Experience placement

⁵ ELSA, Thrive, Social Skills, Behaviour Support for example



- Alternative pathways where appropriate
- Support of the Lead Careers Professional at Annual reviews, PEPs and any other parental/carer meetings when requested
- Leadership opportunities such as becoming a prefect or Careers Ambassador
- Enhanced transition support for vulnerable pupils at key stages.

Monitoring, Evaluation and Accountability

In order to ensure that all those that are part of the Inclusion cohort are as successful as possible, we:

- Track progress, attendance, behaviour, and engagement for all vulnerable groups.
- Evaluate the impact of interventions and adapt provision accordingly.
- Conduct learning walks, book looks, and pupil voice activities with a focus on inclusion.
- Report outcomes to governors and ensure strategic oversight.
- Work closely with families and external agencies to maintain a collaborative approach.

This ensures leaders have an accurate understanding of strengths and areas for development.

Culture and Ethos:

We are a Catholic school of all faiths and none. We actively promote a positive, inclusive and respectful culture so that every pupil can thrive. We ensure:

- Diversity is celebrated and valued.
- Pupils feel safe, respected, and able to express themselves.
- Staff model inclusive language and behaviour.
- Bullying, discrimination, and prejudice are addressed swiftly and consistently.
- High expectations are maintained for all pupils.