



Philosophy Statement - How do we view and support students with diverse learning Needs

At the heart of our school's mission is a commitment to providing a high-quality Christian education in a nurturing and inclusive environment where every individual is valued and belongs. We believe that all children's contributions are valuable and they have the right to learn, grow, and thrive within a supportive community of learners.

Our inclusive philosophy is grounded in the principles of the Disability Standards for Education and the Child Safe Standards, and it is lived out through a culture of compassion, respect, and high expectations for all. We recognise that every child has value and is capable of learning, achieving success, and making meaningful contributions to their world when given the right support, time, appropriate resources and opportunity.

We embrace a strengths-based approach, where we actively identify, build upon, and celebrate the unique gifts, talents, and perspectives each student brings to our community. Diversity is not only accepted—it is valued and celebrated as an enriching part of school life.

We believe in the power of relationships. Strong, positive, and respectful partnerships between staff, students, and families are essential for student wellbeing and academic growth. Families are seen as partners in education, and student voice is both encouraged and respected. We prioritise listening with empathy, supporting students to advocate, set goals, and take ownership of their learning journey.

Inclusive education is not an add-on—it is embedded in all that we do. Our student-centred practices, underpinned by the Building Learning Power framework, support the development of resilient, reflective, collaborative and curious learners. We strive to create intellectually rich, emotionally safe, and physically accessible learning environments where all students are empowered to participate and succeed.

Our teachers are committed to professional growth and continuous improvement, engaging in regular professional learning to deepen their understanding of differentiation, neurodiversity, inclusive pedagogy, and positive behaviour support. Staff implement reasonable adjustments, tailored through collaborative consultation, to ensure all students access the curriculum and are able to contribute and participate on the same basis as their peers.

We understand the distinction between equity and equality, and aim to remove barriers to learning by responding to students' diverse needs with flexibility, creativity, and care. Inclusive practices benefit all learners and contribute to a more just, compassionate, and effective educational community.

What does this look like in practice?

NAC is committed to strengthening its inclusive practice in key areas:

- Formalised training and awareness for all teaching staff and wellbeing teams on cultural, linguistic, socio-emotional and neurodivergent needs to ensure a high level of understanding and informed decision-making across the school.
- Listening to student voice: We actively value input from all members of our community. We seek to create a space for students to share ideas, voice issues and needs directly and effectively, and be heard. This involves ensuring students know how to access support systems like the Wellbeing Hub and developing avenues for direct, timely communication of concerns without unnecessary barriers.
- Addressing social and environmental barriers: There is a shared commitment to fostering a deep understanding of, and providing support for diverse student learning needs. This includes recognising challenges experienced in places like the playground and locker areas.
- We understand the benefits of a holistic approach to education and the importance of participation in co-curricular activities for all children.
- Consideration is also given to providing opportunities for students with diverse learning needs to connect with each other.

The Classroom Norm: Six Pillars of Inclusion

Successful inclusive practice relies on the daily operations of the classroom, guided by these cultural norms:

1. **Personalised Environment:** Knowing students' names, learning styles, and individual needs.
2. **Structure and Consistency:** Maintaining a structured environment with clear routines and expectations.
3. **Respectful Culture:** Ensuring respectful behaviour and a positive, safe, and inclusive classroom.
4. **Prepared and Flexible Instruction:** Thorough lesson planning with flexibility to adapt to diverse student needs.
5. **Active Engagement:** Providing regular feedback, practice opportunities, and a balance of teacher-led and student-centred activities.
6. We are committed to **reviewing and reflecting** on our inclusive practices regularly.

Ultimately, our inclusive philosophy is a reflection of our core belief:

Every learner is valued. Every learner belongs. Every learner can succeed