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| <b>Policy</b>                    | <b>Whole-School Inclusive and Neuroaffirmative Practice Policy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Purpose</b>                   | <p>Emerald Cultural Institute is committed to building an educational environment that is inclusive across the whole school. This policy sets out our vision to ensure all students and staff can thrive. It outlines our collective commitment to fostering inclusive practice throughout the whole institution — from classroom to reception, from pedagogy to policy.</p> <p>We aim to:</p> <ul style="list-style-type: none"> <li>• Embed inclusive, neuroaffirmative practice into all aspects of teaching, support, and operations</li> <li>• Support all learners with affirming, flexible approaches</li> <li>• Cultivate shared responsibility across academic staff, administrative staff, and leadership</li> </ul>                                                                                                                     |
| <b>Responsibility</b>            | This policy is developed and updated by the Academic Governance Committee (AGC), in consultation with the Group Programme Manager and representatives from academic staff, administration, and student welfare teams. We incorporate feedback from students and stakeholders (e.g. parents/guardians, ETOs, partners)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Scope</b>                     | This policy applies to students enrolled in ECI programs, including junior, adult, and long-term courses, across all locations. Additionally, it applies to the whole Emerald team both academic and administration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Implementation and review</b> | <ol style="list-style-type: none"> <li>1. <b>Communication and implementation:</b> This policy will be shared with our staff, students and other stakeholders (such as ETOs and partners) through relevant handbooks and websites.</li> <li>2. <b>Review:</b> Regular reviews will ensure the policy remains relevant to our context. Feedback from staff, learners, and stakeholders will guide ongoing improvements</li> <li>3. <b>Updates:</b> Any changes will be approved by the relevant team and communicated promptly to all affected parties, ensuring the interests and rights of staff and learners are considered.</li> </ol>                                                                                                                                                                                                          |
| <b>Area 1 of policy</b>          | <p><b>Academic Support and Provision</b></p> <p>We provide a range of support tailored to individual needs, including:</p> <ul style="list-style-type: none"> <li>- <b>Inclusive Curriculum:</b> Course materials and activities will reflect diverse perspectives.</li> <li>- <b>Student Support Services:</b> Mentorship programs and counselling services will be accessible to support students.</li> <li>- <b>Specialist training:</b> Teachers and staff receive regular training to understand and support diverse learning needs.</li> <li>- <b>Students and Families:</b> Encouraged to share preferred learning/support approaches. Students are supported in advocating for themselves or with help from designated staff. Family/guardian input is welcomed (especially for junior learners) and acted on where appropriate</li> </ul> |
| <b>Area 2 of policy</b>          | <p><b>Accessibility</b></p> <p>We are committed to ensuring our facilities and resources are accessible to all students with exception, including:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                  | <ul style="list-style-type: none"><li>- Providing physical access to classrooms, toilets, and other facilities.</li><li>- Offering assistive technologies where possible to support learning details.</li><li>- Quiet spaces.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |
| Area 3 of policy | <b>Feedback Mechanisms</b><br>Designated reporting channels will be expanded so students can voice concerns or suggestions. Any student experiencing or witnessing discrimination, harassment, or exclusion is encouraged to report the incident to the Student Welfare Officer or through designated reporting channels (Designated Liaison Person, Director of Study and Senior Management Team). All reports will be handled confidentially and investigated promptly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             |
| Area 4 of policy | <b>Students</b> <ul style="list-style-type: none"><li>● Encouraged to express their needs and preferences</li><li>● Are informed participants in decisions affecting their learning, accommodations, and wellbeing</li></ul> <b>Academic Staff</b> <ul style="list-style-type: none"><li>● Communicate regularly and supportively with students and families</li><li>● Share relevant support strategies with each other and with admin teams (with appropriate confidentiality)</li></ul> <b>Administrative Teams</b> <ul style="list-style-type: none"><li>● Maintain clear channels for communication about access needs and wellbeing</li></ul> Ensure student records and requests are managed respectfully and efficiently<br><b>Stakeholders (e.g. parents, ETOs)</b> <ul style="list-style-type: none"><li>● Are considered part of the support team, especially for younger learners</li><li>● Provided with clear information about how support and inclusion work at ECI</li></ul>                                                                                                                                                                                                                                                                                                                                                                     |             |
| Area 5 of policy | <b>Responsibilities</b><br>By adopting this policy, Emerald Cultural Institute reinforces its commitment to providing a welcoming and supportive environment for all students, aligning with its mission to offer transformative educational and cultural experiences.<br><br>Everyone within the school is expected to play their part in maintaining a welcoming and supportive environment. <ul style="list-style-type: none"><li>- <b>Academic Staff</b><ul style="list-style-type: none"><li>- Design and deliver learning that works for everyone using UDL principles</li><li>- Model respect for diverse learning styles and communication methods</li></ul></li><li>- <b>Admin and Operations Teams</b><ul style="list-style-type: none"><li>- Embed inclusive language, processes, and expectations across all interactions</li><li>- Ensure operational systems are flexible and accessible</li></ul></li><li>- <b>Students</b><ul style="list-style-type: none"><li>- Encouraged to contribute to a respectful, welcoming culture</li><li>- Supported in advocating for their own and others' inclusion</li></ul></li><li>- <b>Leadership</b><ul style="list-style-type: none"><li>- Ensure time, funding, and structures are in place for effective implementation</li><li>- Support cultural change, not just policy compliance</li></ul></li></ul> |             |
| Updates          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             |
| Date             | Summary of changes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Approved by |

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| September 2024 | Reviewed Annually                                                                                                   | Managing Director and Academic Governance Committee |
| May 2025       | Whole-school inclusive and neuroaffirmative policy created; replaces earlier department-specific and DEI documents. | Managing Director and Academic Governance Committee |
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