

Microlink Neuroinclusive Classrooms

COMMUNITY OF PRACTICE

PROSPECTUS
2026-27



PRACTICAL STRATEGIES.



INCLUSIVE CLASSROOMS.



EVERY LEARNER.

microlink
education focused solutions

home of the
neuroinclusive
classroom

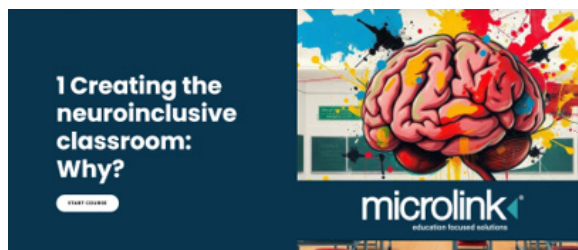


Why will the Microlink “Neuroinclusive Classroom” approach will empower school improvement today?

Microlink has taken a unique approach to change management for school communities, but aligned 100% to government policy initiatives, statutory and non-statutory guidance covering the key areas of inclusion, SEND Reforms and the effective use of technology in the classroom.

The following interactives describe the key aspects of the Neuroinclusive Classroom approach, and the clear evidence trail that influenced its inception:

Why?



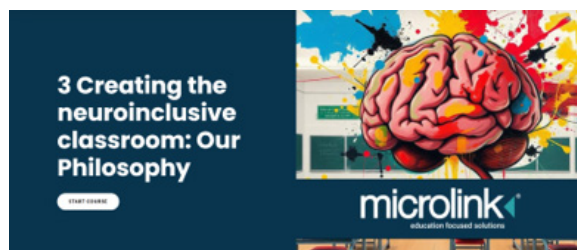
[Creating the Neuroinclusive Classroom](#)

How?



[Microlink Neuroinclusive Classroom Offer 2026-27](#)

Theory of Change



[3 Creating the neuroinclusive classroom: Our philosophy](#)

Deploying Assistive Technologies in mainstream classrooms:

In 2023, the Department for Education commissioned Microlink to design and deliver a professional development programme aimed at developing the use of Assistive Technologies in mainstream classrooms.

The programme was administered by nasen with contributions from delivery partner Natspec. The Independent evaluation of the programme yielded extremely positive outcomes:



“Following the AT training course, participants reported significant **improvements in the independence** (92% and 78%) and confidence (89% and 78%) of **SEND** and **EAL** pupils respectively.

“Around six-in-ten (61%) also reported improved confidence and over half (58%) reported improved independence levels in non-SEND and non-EAL pupils.

“Additionally, the use of AT had **positive impacts on the behaviour and engagement of SEND pupils** (86%) **and EAL pupils** (67%) in a majority of participating schools. It also had a **positive impact on the levels of attainment** of SEND pupils (64%) and EAL pupils (47%).” p.11 Evaluation Report AT Test and Learn

The key elements of our Neuroinclusive Classroom approach, **Be ThAT Teacher** and **Be ThAT TA (Teaching Assistant)**, have evolved significantly from this firm evidence base of effectiveness.

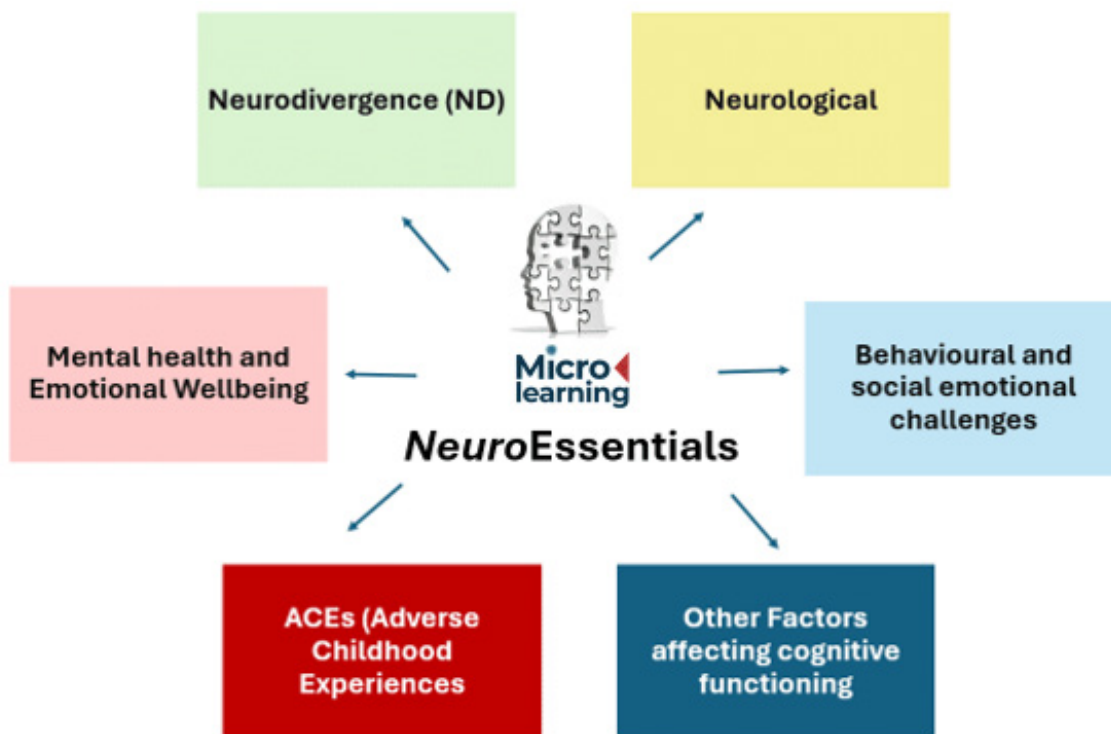
Assistive Technologies in Mainstream Classrooms: Be ThAT Teacher – Be ThAT TA (Teaching Assistant)



Microlink Neuro-Essentials and aligned courses:

We believe that a foundational knowledge of how the brain grows, changes and learns is critical to the implementation of a wide range of contemporary school improvement strategies, and underpins the ambition and intent signaled clearly within the recent government White Paper framing SEND Reforms, and the following comprehensive consultation: Putting children and young people first. 

We package these new training resources into Microlearning CPD opportunities. We call these **Neuro-Essentials**.



These small-step CPD opportunities have been carefully built and curated as stand-alone, but closely related, learning units, hosted within our Rise 360 online learning hub.

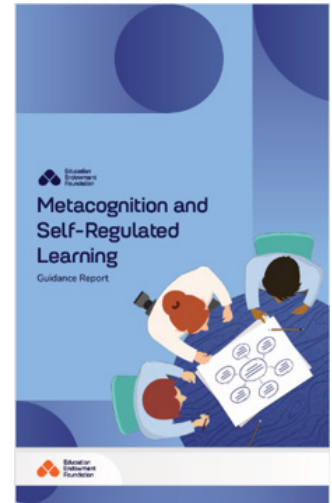
Schools in our community of practice will have **unrestricted access** to all of these resources **for every member of staff and Governor**.

The materials can be used in a number of ways, either for individual study or to prompt team conversations or even episodic whole staff INSET.

The materials are constructed in such a way to prompt short, focussed reflection (10-15 min skim-read) or deeper dives into the topic, with baked-in reflective activities.

This CPD approach aligns 100% to the recent EEF (Education Endowment Fund) report on Metacognition and Self-Regulated Learning:

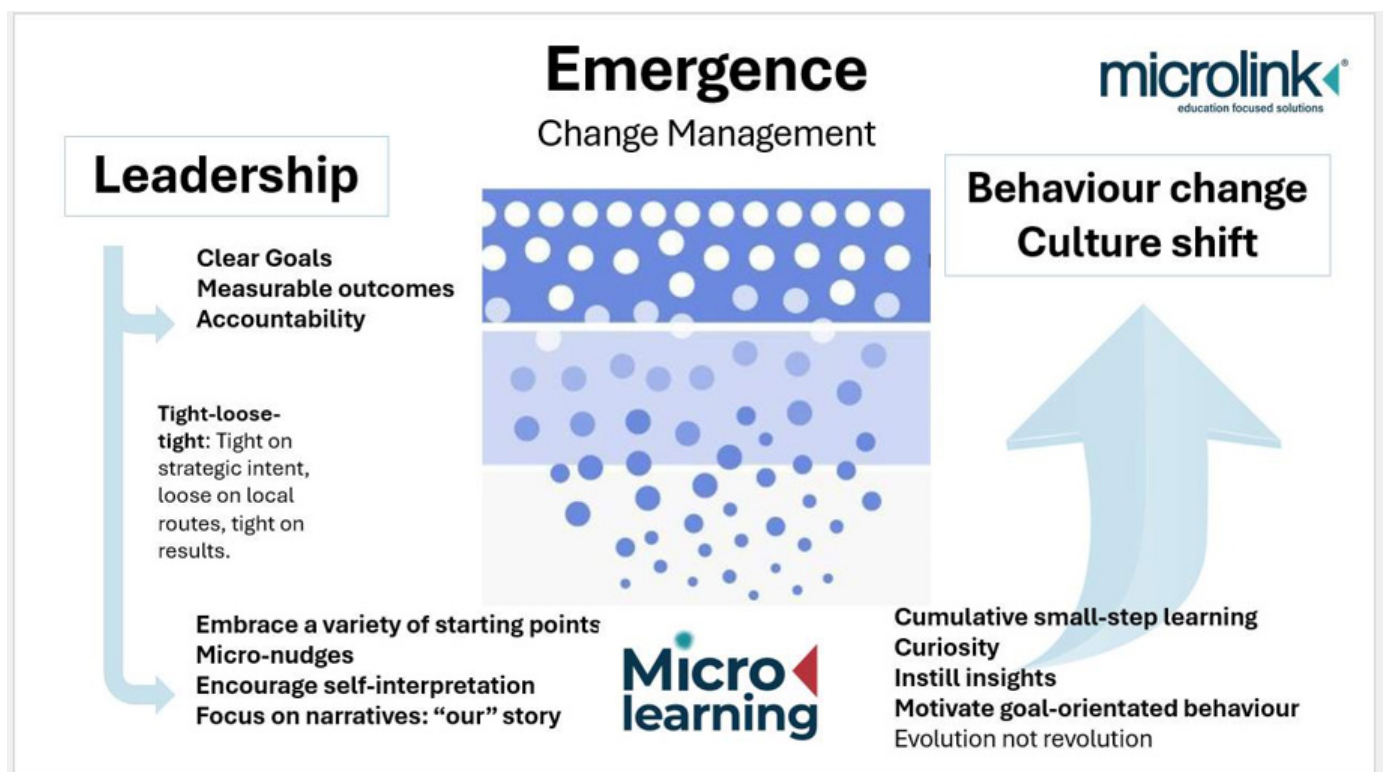
“...There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective pupil learning...”



Emergence as a change management philosophy:

For many school communities, the golden threads that will tie together the next wave of school improvement will have little to do with policy and practice... but everything to do with culture-shift and altered authentic adult behaviours.

But culture cannot be engineered through idealised lists of values or behaviours.



Emergence as a management change strategy is about enabling adaptive progress rather than enforcing rigid plans. It combines clear strategic intent with local autonomy, fostering small, safe-to-fail experiments and collective sense-making.

Micro-Learning is:

- Short, highly focused units of learning, usually part of a grander change plan. However, they are designed to be stand alone, and deployed if specific activities, attitudes or behaviours need to be addressed immediately. Think of them as knowledge accelerators.
- Content is chunked into small digestible units, focused on one piece of knowledge, a skill or idea, followed by reflective activity or an actionable outcome.
- Bite-sized learning reduces cognitive load, fits modern attention spans, is time efficient (fits into busy schedules), can be learner controlled, with learners more likely to retain and development knowledge, leading to profound learning (where learning becomes intuitive and an unconscious expression of the individual)

We hope this introduction gives you a clear understanding of our ambition, intent and potential impact.

We would welcome an opportunity to present our approach and our resources to your education setting or your community of schools.

The Microlink Education Team

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[The leadership of emergence: A complex systems leadership theory of emergence at successive organizational levels - ScienceDirect](#)

The Neuro-Essentials Prospectus

The following pages outline the Neuro-Essentials that will be available from September 2026.

Each Neuro-Essentials element can be studied in isolation, or combined in unique ways to deepen an understanding of the Neuroscience that underpins teaching and learning.

School CPD Managers could design a learning spiral, gradually introducing each element to build on prior training or professional development.



Another way of visualising Neuro-Essentials is like a Metro Map.

Staff and Governors can start anywhere, jump off and change direction at any time.

The choice is yours!



Executive Function: Helping all children develop their thinking skills

This Neuro-Essential empowers educators to strengthen children's thinking skills by aligning directly with the Department for Education's renewed Areas of Development, set out in the 2026 SEND Reform consultation.

Focusing on Executive Function, now recognised nationally as a core developmental priority, this programme gives practitioners the knowledge and tools to nurture cognition, metacognition and self regulation in every learner, including those who are neurodivergent. By integrating evidence informed strategies with the DfE's drive for early, fair and inclusive support, this Neuro-Essential equips schools to build confident, independent thinkers who thrive academically and emotionally.



Executive Function Helping *all* children develop their thinking skills

Microlink *Neuro-Essentials*

Key content:

- Executive Function framework
- Task focus, switching, motivation
- Emotional and cognitive regulation
- Organisation, planning and metacognitive tools

Understanding “Invisible Disability”

This course helps educators identify and remove hidden barriers faced by children whose additional needs are not immediately visible.

By understanding neurodivergence, trauma and anxiety, practitioners can build neuroinclusive classrooms where learners feel safe and able to thrive. Early recognition of invisible disabilities prevents exclusion, reduces distress and supports full participation, even for children not on the SEN register.



Understanding “Invisible Disability”

Microlink *Neuro-Essentials*

Key Content

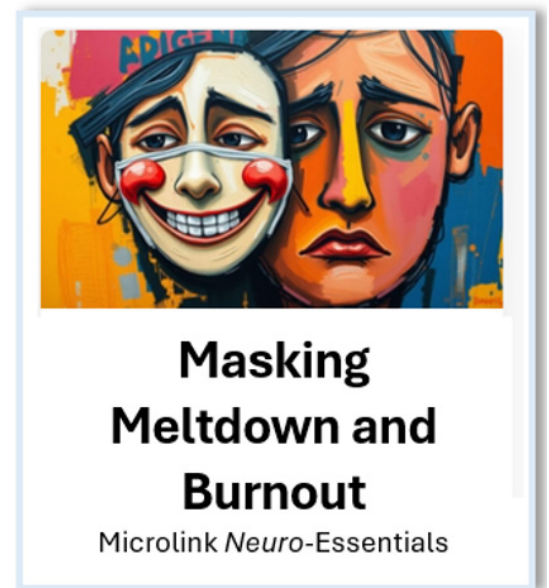
- What invisible disability is and how it presents in the classroom
- ADHD, dyslexia, sensory needs
- Trauma, ACEs and emotional masking
- Identifying unmet needs behind compliant or disruptive behaviour
- Reducing cognitive, sensory and relational barriers
- Inclusive strategies that support every child

Masking, Meltdown and Burnout

This course introduces the critical concepts of masking, meltdown and burnout: interconnected experiences that shape the daily reality of neurodivergent children and adults.

Understanding these terms is essential because masking drains cognitive and emotional resources, meltdowns signal neurological overload, and burnout reflects chronic stress.

Recognising these patterns enables educators to reduce harm and create supportive, neuroinclusive environments.



Key Content

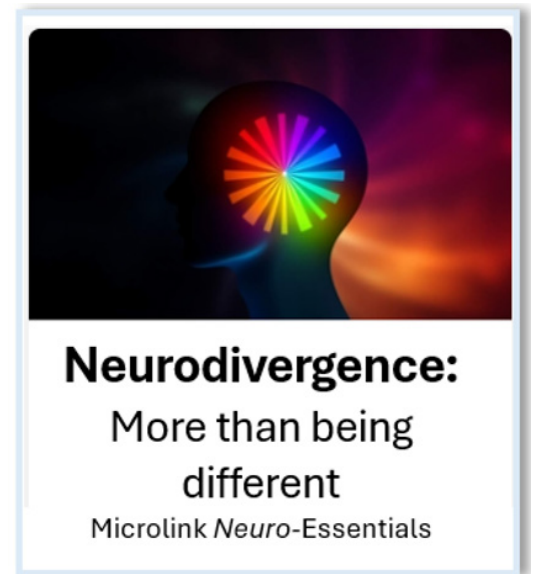
- What masking (focus on the ND child)
- The neurological basis of meltdowns and how they differ from behaviour choices.
- What is Burnout?
- How masking, meltdown and burnout interact
- Strategies for reducing overload, promoting safety and supporting recovery.

Neurodivergence: More than being different

Develop a clear, practical understanding of neurodivergence, and why recognising diverse thinking styles is essential for inclusion.

Neurodivergent children are often overlooked, misunderstood, or unsupported despite being disproportionately represented in absence, behaviour, and exclusion data.

By understanding neurodivergence as natural brain variation rather than deficit, educators can create learning environments where every child feels valued and able to thrive



Key Content

- What neurodivergence is: natural variation in how brains think, learn and process.
- Why many ND needs remain “hidden” or misinterpreted as behaviour issues
- Spectrum conditions and co occurrence (autism, ADHD, dyslexia, sensory needs).
- Triple jeopardy: intersections with trauma, poverty and mental health.
- Needs based, strengths focused approaches that replace deficit thinking.

An Introduction to how the brain works

This course provides a clear, engaging overview of how the human brain develops, learns, and responds to the world.

By exploring the roles of the cortex, limbic system, and brainstem, alongside concepts such as neuroplasticity, social interaction, and neuroception, educators gain essential insight into how children think, feel, and behave, empowering more responsive and effective classroom practice.



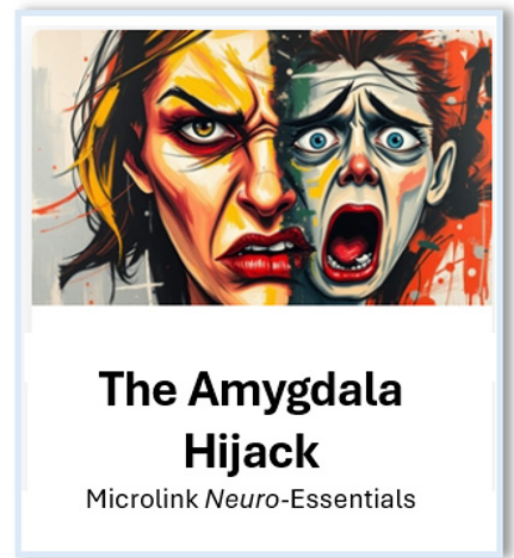
Key Content

- How the brain learns and forms neural connections (neuroplasticity)
- Roles of the cortex, midbrain/limbic system, and brainstem
- Importance of social interaction: serve and return and Still Face findings
- Neuroception, threat detection, and the amygdala hijack

The Amygdala Hijack

Understand how the amygdala hijack, a rapid, automatic stress response, shifts control from the rational brain to the emotional brain.

Understanding this process helps educators and professionals recognise heightened reactions, support emotional regulation, and respond calmly during moments of overload. Mastering these concepts strengthens wellbeing, communication, and resilience for both adults and children.



Key Content

- What the amygdala hijack is and how it overrides rational thinking
- Fast and slow brain pathways: amygdala vs. prefrontal cortex
- Fight-flight-freeze responses and physiological changes
- Links to stress, anxiety and emotional overload
- Strategies to reduce hijacks: awareness, breathing, movement, mindfulness

What is Neuroception?

This course explores the brain's unconscious system for detecting safety and threat, shaping emotions, behaviour, and relationships before we're even aware of it.

By understanding how cues like tone, posture, and facial expression influence connection, educators and leaders can create safer, calmer environments that support co regulation, trust, and learning for every child.



Key Content

- What neuroception is and how the brain scans for safety/danger cues
- Role of body language, tone of voice, and facial expression in shaping emotional responses
- How neuroception triggers the amygdala and affects behaviour, trust, and social interaction
- Emotional contagion and its impact on group behaviour
- Co regulation: how a calm adult shifts a child's neuroception toward safety

The language of Neuroinclusion

Using the right words in neuroinclusive practice isn't just semantics, it shapes culture, belonging, and equity. Language influences whether neurodivergent people feel understood or othered.

This course explores how shifting from deficit-based terms to strengths focused, socially informed language transforms attitudes, reduces stigma, and creates environments where everyone can thrive.



The Language of Neuroinclusion

Microlink *Neuro-Essentials*

Key Content

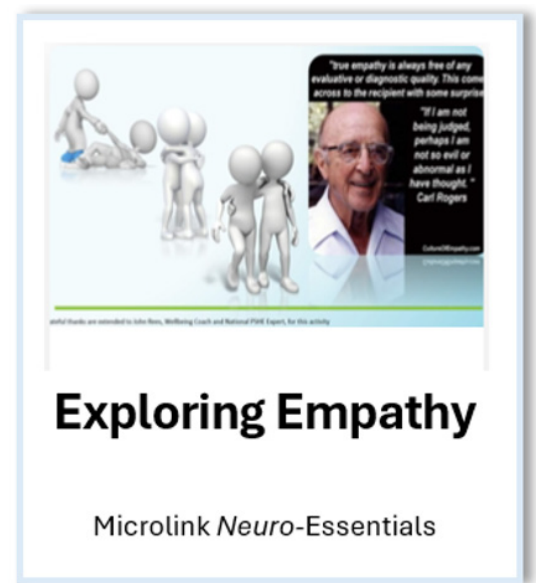
- Medical vs. Social Model of Disability and their language implications
- Neurodiversity paradigm: strengths based, identity affirming terminology
- Words to avoid (e.g., “normal,” “special needs,” “disorder”) and why
- Inclusive alternatives (e.g., “neurodivergent,” “support needs,” “distressed behaviour”)
- Embedding inclusive language in policy, communication, and everyday practice

Exploring Empathy

Empathy is a transformative force in schools and workplaces.

This course helps you understand the needs that drive behaviour, deepen emotional awareness, and build relationships where people feel genuinely seen and valued.

Through practical tools and reflective activities, you'll learn how empathy reduces conflict, strengthens trust, and creates cultures where belonging and wellbeing can thrive.



Key Content

- Difference between empathy and sympathy
- Identifying your own needs and emotions
- Understanding others' needs, motivations, and triggers
- Empathy building strategies: active listening, curiosity, withholding judgement
- Practical tools: empathy mapping, role reversal, emotional literacy activities

Vital Vagus (NEW SEPTEMBER 2026)

What if the key to calmer classrooms, better behaviour and stronger learning isn't another strategy, but understanding how a nerve works?!

What if we can trigger a cheat code, a "bio-hack", with your body sending messages to the brain that "things are OK", "you don't have to stay alert in case of danger"... "stand down and relax"...?

Vital Vagus introduces teachers to the science of stress, emotional regulation and vagal tone, providing practical, evidence-informed activities that help children feel safe, connected and ready to learn. It can work for you too.



The Vital Vagus **The body's** **handbrake**

Microlink Neuro-Essentials

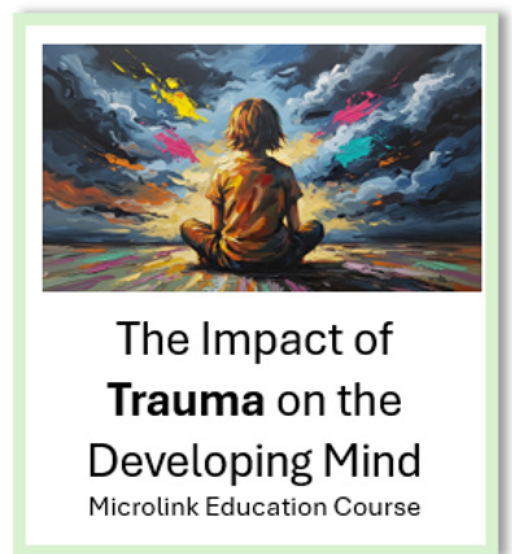
Key Content

- The body's brake pedal
- Why vagal tone matters in schools
- Ancient wisdom meets modern science
- Practical activities for children and young people
- Building a vagus-friendly classroom

The impact of trauma on the developing mind (NEW SEPTEMBER 2026)

Whilst many children develop within environments characterised by safety, connection and predictability, others experience adversity, uncertainty, neglect, abuse, loss, violence or chronic stress. These experiences can significantly influence how a child's developing brain, nervous system and view of the world are shaped.

This two-part course is not about excusing disruptive or conflict-causing behaviour.



It is about understanding where reactive and non-compliant behaviour comes from.

Because when adults understand the impact of trauma on development, they are better placed to create environments where healing, learning and belonging become possible.

Key Content

- Understanding childhood trauma and Adverse Childhood Experiences (ACEs)
- The neurobiology of adversity
- Hypervigilance and Anxiety
- Protective Factors

Microlink Courses

At Microlink, we do not believe that a two-hour PowerPoint presentation will change the world.

Coaching and training is a crowded marketplace. It can be difficult for individuals, teams, and organisations to identify programmes which will be effective.

At Microlink we promise not to make you sit through slide after slide or read handout after handout. Tired old instructional training methods lead to shallow learning and have little sustained impact on culture and practice.

By contrast, our training plans are meticulously created by education experts who are not afraid to think outside the box: to engage, enlighten, to encourage deep reflection, and to motivate participants to embrace new ways of thinking and doing.

Microlink's Training and Coaching is all about active engagement, ownership of learning, and continuous improvement, leading to sustainable results and long-term growth.

Our Courses are available as self-study packages within our online learning environment (like "Creating a sense of belonging" and "Building resilience in an age of anxiety", coach-led over two or three sessions (like "Be ThAT Teacher") or can be commissioned depending on the customer's requirements (like "Emotional Mastery for Service Leaders").

Summer Term 2026



And we have three new courses to launch during Autumn Term 2026.

If schools join our CoP (Community of Practice), access to both the training and webinars is built into the subscription fee... for all the courses!

New Courses: Autumn 2026

**Weds 21 Oct
2026**

13:30-15:00
and
15:30-17:00



What is Digital Accessibility?

**Introductory webinar with online support pack
Suitable for Teachers, Teaching Assistants, Office and Admin
staff teams as well**

Is your website optimised so that a visually impaired parent can use a screen reader to get information, or someone with mobility issues can navigate the site without using a mouse or a touch-screen? Is your Prospectus screen-readable, or every document you produce (including ones with pictures and diagrams) optimised for accessibility? Did you know that this is a legal requirement for every Government-funded body?

These two sessions will be led by Microlink's resident accessibility guru Dr Neil Rogers, and will help office staff, admin assistants and teachers make the easy adjustments that make digital accessibility a reality!

**Weds 04
Nov 2026**

15:30-17:00



Understanding Dual and Multiple Exceptionality-

When high learning potential collides with SEND
"Beyond the spiky profile"

Introductory webinar with online support pack

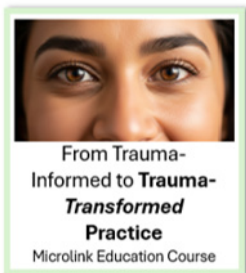
Understanding Dual and Multiple Exceptionality (DME) is a practical, thought-provoking course that shines a light on learners who are both highly able and experience additional challenges that are often misunderstood or overlooked.

It explores why DME students can sometimes appear disengaged, underachieving or inconsistent, and challenges deficit-based models by shifting the focus away from labels towards strengths, needs and lived experience.

Through insight, real-world examples and classroom-tested strategies, the course empowers educators to ask the most important question: "How can I help this student thrive?"

**Weds 18
Nov 2026**

15:30-17:00



The impact of Trauma on the developing mind

**From Trauma Informed to Trauma-Transformed Practice
Introductory webinar with online support pack**

Trauma-Informed Practice (TIP) details a way of doing. Trauma-Transformed Practice is a way of being. Building positive relationships with dysregulated and traumatised children is about profound connection. We link the neuroscience to effective adult behaviours. When adults change – everything changes!

Building Resilience in an Age of Anxiety

Developing resilient minds for uncertain times

Now available **FREE** as an online course to all schools in our Community of Practice. Contact us if a coach-led bespoke training and professional development programme is required.



We live in a world that seems designed to provoke anxiety - from the rapid fire stimuli of social media to global uncertainty, financial pressures, causing an ever-growing mental health crisis across our school and workplace communities. This course takes a bold, strengths based approach to building resilience, moving away from deficit models that view people as “problems to be fixed.” Instead, it explores how children, adolescents and adults can grow the capacity to adapt, recover, and thrive through adversity.

Grounded in neuroscience and practical positive psychology, you’ll examine how anxiety is expressed across ages, understand the impact of the Amygdala Hijack, and learn evidence based strategies that support emotional regulation, self awareness, and adaptive thinking.

Whether you work in education, health, corporate leadership or family support, this course empowers you to create psychologically safe environments where resilience is cultivated intentionally - not by chance.

Welcome to a journey of strength, capability and sustainable wellbeing.

Course Outcomes

By the end of this course, participants will be able to:

- **Explain** what resilience is and how neuroscience and emotional regulation underpin it.
- **Recognise** how anxiety presents across ages and contexts, including neurodivergent profiles.
- **Apply** strengths based, psychologically safe practices to build resilience in educational, workplace and family settings.
- **Use and design** practical strategies that enhance self regulation, coping skills and resilience focused improvements.



Creating a Sense of Belonging

Help every child feel seen, valued and connected

Now available **FREE** as an online course to all schools in our Community of Practice. Contact us if a coach-led bespoke training and professional development programme is required.



Creating a genuine sense of belonging is not an optional extra - it is the foundation upon which learning, wellbeing and personal growth are built. This course explores how school communities can cultivate environments where every child feels valued, connected and safe.

Drawing on evidence based research, real world case studies and national frameworks - including the new Ofsted emphasis on achieve, belong, thrive - we examine the relational, social, emotional and structural factors that shape belonging.

You will gain insight into the lived experiences of neurodivergent learners, new migrants, vulnerable children and those facing social or emotional pressures. Through practical tools, reflective tasks and 50 proven strategies, you will learn how to strengthen inclusion, reduce barriers, and design for presence rather than simply manage absence. Ultimately, this programme empowers educators to create communities where belonging is felt, not just spoken about - and where every child can thrive.

Course Outcomes

By the end of this course, participants will be able to:

- **Explain** what belonging means in a school setting and why it underpins learning, wellbeing and engagement.
- **Recognise** the social, emotional and structural factors—including pupil voice—that influence a child's sense of belonging.
- **Apply** relational, trauma informed and neuroinclusive strategies to strengthen inclusion and reduce barriers.
- **Evaluate and improve** school practices and policies to align with evidence based approaches and Ofsted's achieve, belong, thrive expectations.



Emotional Mastery for Senior Leaders

Lead Calmly - Connect Deeply - Perform Brilliantly

This course is available on a commission-only basis.



Public-facing Leadership is complex, challenging and emotionally demanding. And yet, one of the most powerful levers for transforming systemic culture and climate is to embed respect, equity, and belonging into every policy, decision and person-to-person interaction.

This transformative course is designed specifically for Service Leaders navigating emotionally complex environments. Drawing on neuroscience, psychology, and evidence-based coaching strategies, participants will learn to self-regulate under pressure, interpret emotional cues, and foster constructive dialogue—even in the most challenging scenarios.

Leaders will build a personal toolkit for emotional resilience and inclusive leadership, including practical techniques for managing conflict, supporting neurodivergent staff, clients, parents and pupils. The course also introduces elements of Emotion Coaching—an empowering approach that enables leaders to support others without “fixing” them, cultivating a culture of psychological safety, trust, and growth.

In a time when inclusive leadership is not just expected but inspected, this course offers actionable insights that elevate your leadership impact. It's not just about managing emotions—it's about mastering them to lead with authenticity, clarity, and compassion.

This is essential professional learning for any leader committed to creating emotionally intelligent, psychologically safe, inclusive, and high-performing teams.

COURSE STRUCTURE

This expertly designed course offers **three dynamic, coached sessions** to build deep knowledge and practical competency in **emotional mastery**.

SESSION 1: MY MAGNIFICENT BRAIN

Learn how your brain processes emotions and stress — explore how your emotional signals can be harnessed for effective leadership.

SESSION 2: SELF-REGULATION UNDER PRESSURE

Equip yourself with evidence-based strategies such as cognitive reappraisal and mindfulness — learn how you can use these tools for composed leadership in tough situations.

SESSION 3: EMOTION COACHING IN PROFESSIONAL SETTINGS

Understand how to support your staff and pupils through emotional intelligent communication — master techniques to tune in on emotional cues and solve problems in a way that builds trust.

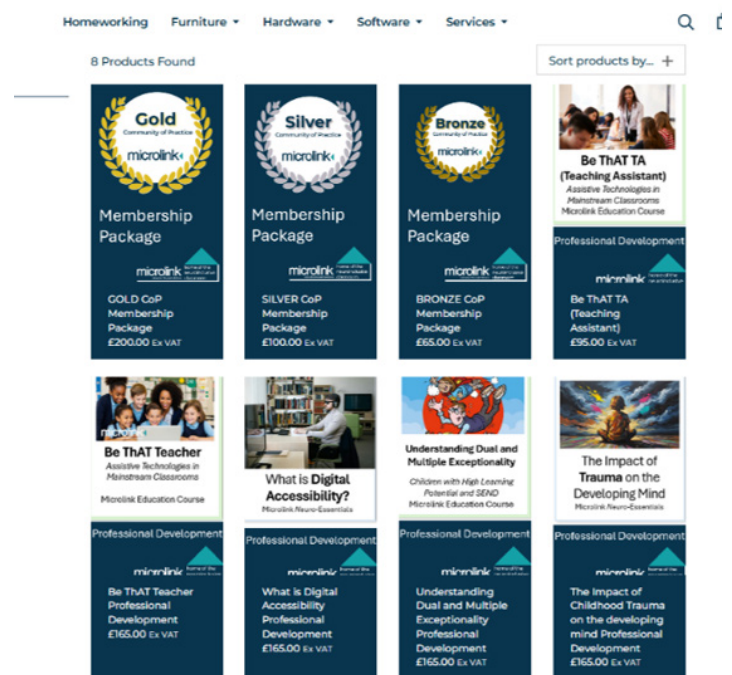
Course Outcomes

By the end of this course, participants will be able to:

- Learn to lead with authenticity, empathy and clarity.
- Comfortably manage neurodivergent staff and students, navigate conflict and lead through change.
- Develop a personal toolkit for emotional mastery.
- Master the skills to transform your school culture — enhance wellbeing, performance and inclusion.

How to join our Community of Practice

Our Education Shop is ready. You can purchase individual places on our courses... but it makes sense to join our community of practice as a GOLD partner, saving over £600 to access everything, including the Neuro-Essentials, for every member of staff and Governors too.



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