Accreditation Overview

6 supplementary* professional standards covering:

- ★ Foundational, neuroinclusive interpretation of learning and behaviour
- ★ Reflective practice and professional self-awareness
- ★ Co-regulation through empathy and relational attunement
- ★ Executive function skills literacy
- ★ Collaborative strategy development with learners
- ★ Sustained skill development through habit formation

Levels: Core, Competent, Supervisor, Trainer

★ **Level 1: Certificate of Knowledge of Neuroinclusive Classroom Practice**
- 6 hours core training Online self-assessment

★ **Level 2: Certified Neuroinclusive Classroom Practitioner**
- 50 hours of practice and minimum 6 group or 1:1 supervisions
- Portfolio of evidence of wider reading and practical application of all 6 standards at Level 2 or higher.
- Case Study and Supervisor Report detail proficiency in all 6 standards.

★ **Level 3: Certified Neuroinclusive Classroom Practice Supervisor**
- 30 hrs of classroom practice and 20 hours of supervision, minimum of 6 further group or 1:1 supervisions
- Portfolio of evidence of wider reading and practical application of all 6 standards at Level 3 or higher.
- Case Study - Evidence for each standard at Level 3
- 50 minutes with Supervisor (discussing case study and each standard at Level 3)

★ **Level 4: Certified Neuroinclusive Classroom Practice Trainer**
- 20 hrs of classroom practice and 20 hours of supervision & 10 hours of training, minimum 6 1:1 supervisions
- Train the trainer practitioner training day
- Research project 5,000 - 7,000 words
- Portfolio of evidence of wider reading and practical application of all 6 standards at Level 4

Grades: Level 1: Completion of Self Assessment Ensures a Pass
Levels 2-4: Pass (4), Good (3), Excellent (2), Outstanding (1) (Mark schemes to be provided)

* These standards are designed to be supplementary to foundational professional standards in the field of teaching.

Neuroinclusive Classroom Practice - Professional Standards

		Level 1 (Core)	Level 2 (Competent)	Level 3 (Supervisor)	Level 4 (Trainer)
Foundation	**Neuroinclusive Mindset – Making Sense of Difficulty Beyond Individual Deficits**	Understands that neurodiversity is a natural and expected feature of human development. Recognises that learning, behaviour, and regulation difficulties are not indicators of motivation, character, or effort, but may reflect developmental differences or lagging skills. Is aware that systems, policies, environments, and adult responses can either reduce or intensify barriers to learning. Recognises that persistent or disruptive behaviour may reflect lagging executive function skills rather than fixed traits or character flaws. Understands the importance of belonging and psychological safety as foundations for learning. Begins to reflect on their own assumptions and interpretations when people struggle.	Demonstrates a consistent neuroinclusive stance when interpreting learning and behaviour difficulties. Uses language that avoids blame, shame, or moral judgement when speaking about learners and families. Understands that responsibility for regulation and access to learning is shared, not located solely within the child. Actively considers how classroom practices, routines, and expectations, as well as wider school policies and systems, may create barriers or support inclusion. Responds to difficulty with curiosity rather than control, even under pressure. Regularly reflects on how their beliefs influence their responses, expectations, and decision-making.	Demonstrates a secure, explicit neuroinclusive mindset towards all people and is able to articulate this clearly to others. Supports practitioners to examine their assumptions, interpretations, and emotional responses to people's behaviour. Uses supervision and mentoring conversations to surface deficit-based interpretations and support practitioners in developing more flexible, skill-focused explanations of learner behaviour within practice, policies, and systems. Helps others recognise how power, stress, and systemic pressures can shape practice and decision-making. Models a stance of shared responsibility, ethical reflection, and relational safety within supervisory relationships. Maintains psychological safety while supporting genuine professional growth and accountability.	Demonstrates deep, integrated understanding and application of neuroinclusive principles and their ethical implications. Teaches neuroinclusive mindset explicitly, helping others recognise and unlearn deficit-based or compliance-driven models. Designs and delivers training that supports reflective discomfort without shame or defensiveness. Uses language precisely and responsibly, modelling how to speak about learners, families, and colleagues with dignity. Supports organisations to review, adapt, and redesign policies and systems, and ultimately cultures, to strengthen belonging, safety, and access to learning. Critically engages with evolving discourse in neurodiversity, inclusion, and education, updating training accordingly.

		Level 1 (Core)	Level 2 (Competent)	Level 3 (Supervisor)	Level 4 (Trainer)
1	**Tuning In – Brain States, Interoception, and Readiness for Learning**	Demonstrates foundational knowledge of brain states for learning, including settled and protective states, and understands that brain state influences access to learning. Understands interoception as the sense that helps people notice internal signals related to regulation and readiness to learn. Recognises the importance of supporting students to notice internal cues that signal whether they are ready to learn. Begins to use simple, shared language about brain states in lessons and basic communication with learners and families. Is aware that stress and trauma can affect a young person's ability to regulate and engage. Begins to reflect on how their own brain state may influence their responses and interactions.	Demonstrates secure understanding of how brain states and interoception shape learning, behaviour, and engagement. Uses brain state and interoceptive language appropriately and consistently in classroom practice and communication with learners, parents, and colleagues. Begins to evaluate how stress, adversity, or trauma may impact a young person's capacity to self-regulate. Develops practical ways to support students to check in with their internal state and prepare themselves for learning. Regularly reflects on the impact of their own brain state and interoceptive awareness on classroom climate and relationships.	Demonstrates advanced, applied understanding of brain states and interoception as foundations for learning readiness and executive function.. Supports practitioners to reflect on how brain states, stress, and trauma may influence learner regulation and engagement. Guides others to develop developmentally appropriate ways of supporting students to notice and interpret internal signals. Uses supervision and mentoring conversations to help practitioners reflect on the impact of their own brain states on practice, boundaries, and decision-making. Models reflective, regulated presence within supervisory relationships, contributing to psychological safety and professional growth.	Demonstrates expert-level understanding of brain states, interoception, and neurodevelopment, and is able to teach these concepts to others with clarity and integrity. Uses precise, developmentally sensitive language when teaching, modelling how to communicate about brain states with learners, families, and staff. Supports supervisors, coaches, and practitioners to embed interoceptive awareness into everyday practice and organisational culture. Critically engages with emerging research and evolving practice, updating training content accordingly. Models reflective regulation in training contexts, including responding flexibly to group dynamics, questions, and emotional responses.

		Level 1 (Core)	Level 2 (Competent)	Level 3 (Supervisor)	Level 4 (Trainer)
2	**Settling – Co-Regulation, Empathy, and Relational Safety**	Understands that learning and regulation are supported through safe, attuned relationships. Recognises empathy as a key factor in supporting learning readiness. Understands that co-regulation precedes self-regulation, particularly for children and young people under stress. Is aware that an adult's tone, body language, and emotional state can either support or undermine regulation. Begins to recognise their own role in helping learners settle and feel safe enough to engage.	Develops warm, attuned, and boundaried relationships that support learner regulation. Uses empathy intentionally to help learners and families settle and return to a regulated state. Applies co-regulation strategies through voice, presence, pacing, and relational connection. Adjusts responses based on a learner's brain state rather than relying on compliance-driven approaches. Reflects regularly on how their own regulation and emotional availability influence learners' capacity to settle.	Demonstrates confident, ethical use of co-regulation to support learners, families and colleagues. Supports practitioners to understand co-regulation as a shared, relational process, not a technique applied to others. Uses supervision conversations to help others reflect on their emotional responses, boundaries, and capacity for empathy under pressure. Helps practitioners recognise when dysregulation is being escalated by adult stress, systems, or expectations. Models relational safety, calm authority, and reflective presence within supervisory relationships.	Demonstrates expert understanding of co-regulation, empathy, and relational safety within neuroinclusive practice. Teaches co-regulation explicitly, helping others move beyond behaviour management towards relational regulation. Designs and delivers training that supports practitioners to develop emotional awareness, regulation, and empathy without shame or emotional overload. Models regulated presence in training contexts, responding flexibly to group dynamics, uncertainty, and emotional responses. Supports organisations to value and protect relational work within systems, policies, and professional expectations.

		Level 1 (Core)	Level 2 (Competent)	Level 3 (Supervisor)	Level 4 (Trainer)
3	**Naming – Executive Function Skills Literacy**	Demonstrates foundational knowledge of executive function skills and the language used to describe them. Understands that executive function skills affect how learners plan, organise, regulate emotions, and manage learning demands. Begins to use simple, shared executive function language in lessons and basic communication with learners and families. Recognises the importance of helping students understand that everyone has different executive function strengths and challenges. Has an emerging awareness of their own executive function profile and how it may influence their role and interactions.	Demonstrates secure understanding of executive function skills and their impact on learning, behaviour, and wellbeing. Uses executive function language consistently and appropriately in classroom practice and communication with learners, families, and colleagues. Develops practical ways to help students recognise and describe their own executive function strengths and challenges. Uses executive function language to normalise difficulty and reduce shame, rather than to label or limit learners. Reflects regularly on their own executive function profile and how it shapes planning, organisation, emotional regulation, and professional practice.	Demonstrates confident, applied understanding of executive function skills as a shared human skill set that develops over time. Supports practitioners to use executive function language accurately, compassionately, and developmentally. Uses supervision and mentoring conversations to help others reflect on how executive function challenges may be misunderstood or misattributed. Guides practitioners to support learners in making sense of their own executive function profiles without judgement or fixed expectations. Models reflective discussion of executive function strengths and challenges within professional contexts, supporting psychological safety and growth.	Draws on in-depth and current knowledge of executive function skills, development, and research. Teaches executive function skills literacy explicitly, helping others translate complex concepts into accessible, meaningful language. Designs and delivers training that supports educators to embed executive function language into everyday practice with learners, families, and colleagues. Critically engages with evolving research and discourse in executive function, updating training content accordingly. Models open, reflective discussion of executive function strengths and challenges, demonstrating how shared language supports agency, strategy selection, and long-term independence.

		Level 1 (Core)	Level 2 (Competent)	Level 3 (Supervisor)	Level 4 (Trainer)
4	**Strategising – Mental Contrasting and Strategy Co-creation**	Understands mental contrasting as a process for helping learners identify barriers to learning and consider possible strategies. Recognises that effective strategies are individual, contextual, and change over time. Knows where to find a range of learning and regulation strategies. Is aware that collaborative strategy development supports independence and reduces reliance on adult direction.	Begins to use mental contrasting in classroom contexts to help learners identify obstacles and explore possible strategies. Draws on a range of familiar strategies and adapts them to suit individual learners and situations. Works collaboratively with learners to develop personal strategy banks linked to specific challenges. Encourages learners to reflect on what has helped in the past and what might help next time. Reflects on their own preferences for strategies and how these may differ from those of their learners.	Uses mental contrasting confidently to support learners, families and practitioners in identifying barriers and selecting appropriate strategies. Supports practitioners to move away from one-size-fits-all solutions towards collaborative strategy development. Uses supervision and mentoring conversations to help others reflect on how strategies are introduced, modelled, and reviewed. Guides practitioners to support learners in evaluating strategies and adapting them when contexts or demands change. Models collaborative problem-solving that balances structure, choice, and learner agency.	Demonstrates expert understanding of mental contrasting and its role in supporting executive function, motivation, and behaviour change. Teaches mental contrasting explicitly, supporting others to embed it into everyday classroom, family and organisational practice. Designs and delivers training that helps educators build rich, flexible strategy repertoires without overwhelming learners. Supports organisations to develop shared approaches to strategy development that prioritise learner ownership and adaptability. Critically engages with emerging research on motivation, strategy use, and behaviour change, updating training content accordingly. Models reflective, collaborative strategy development in training contexts.

		Level 1 (Core)	Level 2 (Competent)	Level 3 (Supervisor)	Level 4 (Trainer)
5	**Reinforcing – Embedding Skills Through Habit Formation**	Demonstrates foundational understanding of the science of habit formation and the role of repetition, feedback, and support over time. Understands that learners are more able to demonstrate skills when expectations feel clear, proportionate, and achievable. Recognises that demand avoidance can arise as a protective response, rather than a lack of motivation or effort. Understands the value of specific, skill-linked praise in supporting executive function development.	Applies principles of habit formation in ways that create clear, achievable opportunities for learners to practise and embed new skills. Uses accountability, feedback, and follow-up flexibly, adjusting pace, format, or expectations when learners find it hard to engage. Recognises when praise or feedback may be experienced as overwhelming or pressurising, and adapts approaches accordingly. Regularly uses specific praise linked to executive function skills, helping learners recognise effective strategies and progress. Reflects on how their language, timing, and expectations influence learners' & families willingness and capacity to participate over time.	Demonstrates confident application of habit-formation principles while remaining attentive to how reinforcement is experienced by learners. Supports practitioners to recognise when apparent avoidance or disengagement reflects pressure arising from expectations, accountability, or praise, rather than lack of motivation or effort. Uses supervision and mentoring conversations to help others reflect on how feedback, praise, and follow-up may be interpreted by different learners and their families. Guides practitioners to adjust reinforcement approaches to preserve learner agency, psychological safety, and access to learning. Models reinforcement practices that balance encouragement with choice, pacing, and sensitivity to individual differences.	Demonstrates in-depth understanding of habit formation, executive function development, and how reinforcement is experienced by different learners. Teaches reinforcement as the careful design of conditions that support practice, confidence, and long-term skill development. Designs and delivers training that helps educators recognise when accountability, feedback, or praise may increase pressure rather than support engagement. Models language, pacing, and feedback approaches that maintain clarity while reducing unnecessary pressure. Supports organisations to review and refine reinforcement systems so they prioritise access, agency, and sustained development over compliance. Integrates current research on motivation, autonomy, and behaviour change into training content.

Neuroinclusive Classroom/Early Years Practice

Level 1 Syllabus

Module	Title	Type	Duration	Format	Focus	Key Outcomes
1	Foundations: Introduction to Executive Function and Naming Barriers to Learning	Live Session	2 hours	Presentation, discussions and sorting exercises.	Understanding executive function and reframing behaviour *(EY- Introduction to EF Characters)*	Develop a shared understanding of executive function; recognise common challenges; shift from behaviour-as-skill; use non-judgemental, descriptive executive function language to name barriers to learning.
2	Tuning In and Settling (Interoception & Co-regulation)	Self-study	30 minutes	Videos, reading and reflection.	Interoception, co-regulation, and self-reflection *(EY- EF Characters for Interoception and Self Regulation)*	Understand the concepts of interoception and co-regulation; reflect on personal and pupil regulation; begin noticing internal states and their impact on learning.
2	Tuning In and Settling (Interoception & Co-regulation)	Live Session	2 hours	Presentation, discussions, group activities and practice sessions.	Regulation, readiness to learn, and the role of the adult	Recognise signs of dysregulation; use co-regulation strategies; support pupils to settle and engage in learning.

Neuroinclusive Classroom/Early Years Practice

Level 1 Syllabus

Module	Title	Type	Duration	Format	Focus	Key Outcomes
3	Strategising and Reinforcing (Mental Contrasting & Habit Formation)	Self-study	45 minutes	Videos, reading and reflection.	Motivation, universal design, mental contrasting, myelination, habit formation, and self-reflection *(EY- EF Characters for Strategising and Habit formation)*	Understand how motivation and environment impact learning; explore universal design & mental contrasting; understand habit formation and myelination; reflect on current practice.
3	Strategising and Reinforcing (Mental Contrasting & Habit Formation)	Live Session	2 hours	Presentation, discussions, group activities and practice sessions.	Strategising, reinforcing, and consolidation	Use mental contrasting to identify barriers and strategies; build pupil ownership; support habit formation. Consolidate learning across all modules and translate into classroom practice.
—	Self Assessment	Assessment	20 minutes	Online self assessment form.	Reflection and consolidation	Reflect on learning across the course; identify key shifts in understanding and practice; consider next steps for implementation.