



Littleham CE Primary Communication & Interaction Resource Base (CAIRB) CAIRB Offer

Our Vision

We aim to create a provision where all pupils:

- Feel **happy, safe, and valued**
- Are **engaged and motivated** in their learning
- Develop **confidence and independence**
- Experience a sense of **belonging and achievement**

We prioritise:

- Strong relationships
 - Consistent routines
 - A nurturing, inclusive environment
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Key Principles of Practice

Our approach is underpinned by:

- A **communication-first ethos**
 - A focus on **individual needs and strengths**
 - High levels of **structure and predictability**
 - **Adapted teaching** to ensure access for all learners
 - A balance between **academic learning and life skills**
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Learner Profile

Our CAIRB supports pupils who:

- Have **speech, language and communication needs (SLCN)**
 - Experience **social communication differences**
 - Require support with **emotional regulation**
 - Need help accessing a **mainstream classroom environment**
 - Have an **EHCP**
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Core Areas of Provision

1. Communication Development

- Use of **total communication approaches** (e.g. visuals, gestures, AAC where needed)
- Explicit teaching of:



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- Vocabulary
 - Sentence structure
 - Conversational skills
 - Opportunities for **structured talk and interaction**
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2. Social & Emotional Development

- Teaching pupils to:
 - Understand emotions
 - Build relationships
 - Develop self-awareness
 - Support with:
 - Emotional regulation strategies
 - Managing anxiety
 - Use of consistent **adult support and modelling**
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3. Behaviour Support

- Focus on **understanding behaviour as communication**
 - Proactive strategies:
 - Clear routines
 - Visual supports
 - Structured environments
 - Responsive support:
 - De-escalation approaches
 - Individualised behaviour strategies
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4. Skills Development

We explicitly teach:

- **Language and communication skills**
- **Social interaction skills**
- **Independence and life skills**
- **Motor skills**, including handwriting where needed



5. Access to Learning

- Pupils are supported to:
 - **Access the curriculum**
 - Develop **readiness for learning**
- Adaptations include:
 - Differentiated tasks
 - Scaffolded learning
 - Use of visuals and concrete resources

Curriculum Offer

Broad and Balanced Curriculum

- Aligned with **Key Stage 2 expectations**
- Adapted to meet individual needs
- Focus on:
 - English (reading, writing, communication)
 - Maths
 - Foundation subjects (where appropriate)

Personalised Learning

- Individual targets embedded into lessons
- Focus on:
 - Communication
 - Social skills
 - Emotional regulation

Teaching Approaches

- **Highly structured teaching**
- Clear routines and expectations
- Small group and 1:1 support
- Multi-sensory teaching strategies
- Repetition and overlearning where needed



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Environment

- Calm, structured, and predictable
 - Use of:
 - Visual timetables
 - Now/next boards
 - Clearly defined learning spaces
 - Reduced sensory overload where possible
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Regulation & Wellbeing

We support pupils to:

- Recognise and manage emotions
 - Use **regulation strategies**, such as:
 - Movement breaks
 - Calm spaces
 - Sensory tools
 - Develop independence in managing their needs
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Inclusion & Integration

- Opportunities for pupils to:
 - Join **mainstream lessons** where appropriate
 - Take part in whole-school activities
 - Support for transitions between:
 - CAIRB and mainstream classes
 - Activities and environments
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Assessment & Progress

- Ongoing **formative assessment**
- Use of:
 - Individual targets
 - Small step progression



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- Regular review of:
 - Communication skills
 - Social development
 - Academic progress
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Working with Families & Professionals

We value strong partnerships with:

- Parents and carers
 - Speech and language therapists
 - Educational psychologists
 - Other external professionals
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Outcomes for Pupils

By the end of Key Stage 2, we aim for pupils to:

- Be **confident communicators**
- Show improved **social understanding**
- Have effective **regulation strategies**
- Be ready for the next stage of education with greater **independence**