



Littleham CE Primary Communication & Interaction Resource Base (CAIRB)

Provision Overview

1. Intent

The intent of the Key Stage 2 Communication and Interactive Resource Base (CAIRB) is to provide a highly structured, nurturing, and communication-focused environment that enables pupils with speech, language and communication needs (SLCN) and associated social, emotional, and learning differences to:

- Develop **functional communication skills** that allow them to access learning and interact meaningfully with others
- Build **social understanding and relationships**
- Improve **emotional regulation and resilience**
- Access a **broad and balanced curriculum**, appropriately adapted to meet individual needs
- Become increasingly **independent learners**, prepared for transition to the next stage of education

The provision is underpinned by a strong commitment to **inclusion**, ensuring pupils are supported to participate in the wider life of the school wherever appropriate.

2. Implementation

2.1 Curriculum Design

The CAIRB curriculum is:

- Broad and balanced, aligned with the **National Curriculum for Key Stage 2** where possible
- Carefully **adapted and sequenced** to meet the developmental and communication needs of pupils
- Designed to integrate:
 - Academic learning (English, Maths, foundation subjects)
 - Communication development
 - Social and emotional learning
 - Independence and life skills

Individual targets are embedded throughout the curriculum, ensuring that pupils' **Education, Health and Care Plan (EHCP)** outcomes and personalised goals are consistently addressed.

2.2 Communication-Focused Practice

A total communication approach is embedded across the provision. This includes:

- Use of **visual supports** (e.g. timetables, now/next boards, symbols)
- Modelling and scaffolding of **spoken language**



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- Opportunities for **structured and purposeful talk**
- Use of **augmentative and alternative communication (AAC)** where appropriate

Communication skills are explicitly taught, including:

- Vocabulary development
 - Sentence construction
 - Conversational turn-taking
 - Listening and attention skills
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2.3 Teaching and Learning Approaches

Teaching within the CAIRB is characterised by:

- **Highly structured lessons** with clear routines and expectations
- **Small group and individualised teaching**
- Use of **multi-sensory approaches** to support engagement and understanding
- Regular opportunities for **overlearning and consolidation**
- Careful scaffolding to enable pupils to experience success

Staff use ongoing assessment to adapt teaching in real time, ensuring learning is appropriately pitched.

2.4 Social, Emotional and Behaviour Support

The provision recognises that behaviour is a form of communication. As such:

- Staff adopt a **relational and proactive approach** to behaviour support
- Pupils are explicitly taught to:
 - Recognise emotions
 - Develop coping strategies
 - Build positive relationships

Support includes:

- Individualised **regulation strategies** (e.g. movement breaks, sensory tools, calm spaces)
 - Consistent use of **predictable routines**
 - Adult modelling of **appropriate social behaviours**
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2.5 Learning Environment

The environment is carefully designed to reduce barriers to learning:



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- Calm, structured, and predictable
- Clear visual organisation of space
- Defined areas for different types of learning
- Reduced sensory overload

Visual supports are consistently used to promote independence and understanding.

2.6 Inclusion and Integration

Pupils are supported to access mainstream opportunities where appropriate, including:

- Participation in selected lessons
- Whole-school events and activities
- Social times (e.g. playtimes, lunchtimes)

Transitions between the CAIRB and mainstream are:

- Carefully planned
 - Supported by familiar adults
 - Gradually increased in line with pupil readiness
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2.7 Assessment

Assessment within the CAIRB is:

- Ongoing and formative
- Based on **small-step progress**
- Linked to **individual targets** and EHCP outcomes

Assessment focuses on:

- Communication skills
- Social development
- Emotional regulation
- Academic attainment

Regular reviews ensure provision remains responsive to pupil needs.

2.8 Partnership Working

The provision works closely with:

- Parents and carers
- Speech and language therapists



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- Educational psychologists
- Other relevant professionals

This ensures a **joined-up approach** to supporting each pupil's development.

3. Impact

The impact of the CAIRB provision is demonstrated through pupils who:

- Develop **increased confidence in communication**, using appropriate strategies to express themselves
- Show improved **social interaction skills**, including forming and maintaining relationships
- Demonstrate enhanced **emotional regulation**, with reduced anxiety and improved readiness to learn
- Make **measurable progress** from their individual starting points across academic and developmental areas
- Access an increasing range of **mainstream opportunities** where appropriate
- Become more **independent**, both in learning and in managing their own needs

Ultimately, pupils are well-prepared for:

- Transition to the next stage of education
 - Greater participation in mainstream environments
 - Long-term success in learning and life
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4. Safeguarding and Wellbeing

Safeguarding is central to the provision. Staff:

- Maintain a strong understanding of individual pupil needs
- Provide consistent, trusted adult relationships
- Ensure pupils feel safe, supported, and able to communicate concerns

Wellbeing is prioritised through:

- A nurturing ethos
 - Emotional support
 - A strong focus on belonging and inclusion
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5. Quality Assurance

The effectiveness of the provision is monitored through:

- Regular review of pupil progress



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- Lesson observations and learning walks
- Staff training and professional development
- Feedback from pupils, parents, and professionals

Leaders ensure that provision remains:

- High quality
- Responsive to need
- Aligned with best practice in SEND and communication support