



Intent

At St Gabriel's, our Specialist Resource Provision (SRP), Signals, has been established to ensure that children with significant communication and interaction needs are able to flourish both academically and personally within a nurturing, inclusive and ambitious environment. In line with our wider school vision, we seek to equip pupils with the tools they need to flourish, develop meaningful relationships and participate confidently in their communities. We recognise that for many children, communication, social understanding and emotional regulation are significant barriers to learning and wellbeing. Our provision therefore prioritises these foundations, understanding that when children feel safe, understood and loved, learning follows.

We aim for every child within Signals to feel safe, happy, understood, successful and increasingly independent. Success looks different for every child and our provision celebrates progress in all its forms, whether academic, social, emotional, communicative or personal. Through highly individualised support, strong relationships and carefully adapted learning experiences, we seek to develop confident communicators, resilient learners and independent young people who are able to engage successfully with school life and prepare for the opportunities, responsibilities and experiences of later life. Signals reflects our school values of Love, Community, Respect, Growth and Integrity, ensuring that every child is recognised for their strengths, valued as an individual and empowered to thrive.

Implementation

The SRP provides a specialist, communication-friendly environment designed to remove barriers to learning and enable all pupils to access a broad and balanced curriculum. Learning is underpinned by the principles of connection, regulation and growth, with staff recognising that strong relationships and emotional security are prerequisites for successful learning. During a child's initial transition into the provision, considerable emphasis is placed on developing trust, understanding individual communication styles, identifying strengths and interests, and recognising sensory and regulation needs. This careful transition process

allows staff to build an accurate profile of each child and establish the foundations necessary for future success.

Pupils benefit from predictable routines, consistent structures and visual supports which help them understand expectations and navigate the school day with confidence. Daily practice includes the use of visual timetables, communication supports, increased processing time, adapted language and alternative methods of communication where appropriate. Staff employ a range of communication-friendly approaches including visual supports, Makaton, intensive interaction and structured opportunities for language development. Through these strategies, children are supported to develop their expressive and receptive communication skills whilst also building confidence in communicating their thoughts, feelings and needs.

Learning is delivered through small-group and individualised teaching, enabling staff to adapt learning precisely to each child's strengths and areas of need. Pupils access a broad curriculum alongside personalised targets linked to communication, interaction, independence and regulation. Assessment for learning strategies are employed continually to identify children's understanding and inform the adaptation of teaching. Staff carefully scaffold learning, celebrate success and maintain high expectations whilst ensuring that children experience success regularly, building positive attitudes towards learning and increasing self-esteem.

Supporting emotional wellbeing and self-regulation is central to the provision. Children have access to sensory supports, movement opportunities, calm spaces and co-regulation with trusted adults throughout the day. Staff explicitly teach and model strategies which help children recognise and manage their emotions, develop resilience and interact positively with others. Opportunities for developing social communication, emotional literacy and independence are embedded throughout the school day, including during learning activities, transitions, lunchtime and wider school experiences.

Where it is in the child's best interests, pupils are provided with carefully planned opportunities to participate in wider school life alongside their peers. This may include attending whole-class lessons, assemblies, educational visits, enrichment activities, clubs, worship, performances and social events, with appropriate support and reasonable adjustments to ensure success. These experiences promote belonging, build confidence,

develop social relationships and enable pupils to be active members of the wider school community.

Partnership with families forms a vital part of the SRP. We recognise that parents and carers are experts in their children and hold valuable knowledge that helps us provide the best possible support. Through regular communication, collaborative problem solving and the sharing of successes, families and school work together to ensure a consistent and effective approach which supports each child's development, wellbeing and progress.

Impact

The impact of the SRP is evident in children who feel safe, secure and valued and who increasingly demonstrate confidence, independence and engagement in learning. Pupils develop their ability to communicate effectively, regulate their emotions, build positive relationships and participate successfully within both the provision and wider school community. Over time, children become increasingly able to understand and express their needs, cope with change, access learning and develop the skills required for lifelong success. The provision enables pupils to make meaningful progress from their individual starting points across academic, communication, social and emotional domains.

Children's progress is monitored through regular assessment, observation and review of individual targets. Staff use ongoing assessment for learning strategies to identify strengths, barriers and next steps, ensuring that support remains responsive to each child's changing needs. Progress in communication, interaction, emotional regulation, independence and curriculum learning is reviewed regularly and informs future planning. Teachers and leaders monitor the effectiveness of the provision through pupil progress data, observations, learning walks, pupil voice, family feedback and multidisciplinary collaboration where appropriate.

The strongest measure of success within the SRP is that children are happy, feel understood and are able to engage positively in school life. Through the provision's emphasis on connection, regulation and personalised support, pupils develop the confidence and skills needed to thrive both within school and beyond, becoming increasingly independent learners who are well prepared for the next stage of their education.