**Copy to:**

**•Inclusion team**

**• Class team**

**• Parents**

Use this strengths based tool to identify reasonable adjustments in learning settings (not all the strategies will need to be implemented at one time).

**Name: Class: Date: Completed by:**

Working memory is a form of memory that allows a person to temporarily hold a limited amount of information at the ready for immediate mental use. It is considered essential for learning, problem-solving, and other mental processes. Working memory affects every aspect of learning and the guidance below should be considered in the context of a child’s other Special Educational Needs or Disability.

There is a personal limit to working memory, with one individual having a capacity which may be less or more than others. A particular activity may be within one person’s capacity but not within another’s, unless inclusive adaptations are made.

Working memory capacity is influenced by general well-being, fatigue, stress, sleep.

**Visual supports and resources**

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|  | Ensure easy access to memory aids e.g. word banks, number lines, multiplication grids, computer software, knowledge organisers |
|  | Ensure easy access to materials and equipment for tasks: use different sections/containers with clear labels |
|  | Provide assistive technology, e.g., for pupils to record their own thoughts/quick lists of instructions that can be re-listened to e.g. talking tins or accessibility features in Microsoft, Chromebooks etc |
|  | Use a visual timetable and/or now and next board to support pupils understanding of the process for completing tasks and/or sessions across the day. |
|  | Provide white boards and task boards to record work steps |

**Classroom environment**

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|  | Consider seating arrangements to minimise distraction/maximise attention. Move pupils away from busy walkways, windows etc. and position seating so they face the front |
|  | Minimise distractions and have a well organised classroom: remove distracting objects from the desk and walls in front of those pupils with working memory or attention needs |
|  | A classroom climate that recognises the need for some pupils to fidget, move, doodle during sustained verbal input |

**Metacognitive strategies to support independence**

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|  | In planning curriculum tasks, evaluate the memory load of tasks and instructions and therefore the amount of the scaffolding required |
|  | Establish routines to replace some instructions |
|  | Model and teach the use of organisational tools: mind-maps, diaries, checklists, highlighting pens, timers, task boards |
|  | Encourage the pupil to repeat back information or instructions they have heard, or ask those sitting near the pupil to repeat back instructions |
|  | Support the pupil to visualise information, e.g., mind-maps, colour coding, pictures, use of real objects where appropriate |
|  | Support the pupil to “chunk” information - this can be done by grouping or linking information |
|  | Breakdown tasks into smaller pieces or steps, write or provide visuals of these next to the pupil on task sheet |
|  | Encourage the pupil to develop their preferred memory strategies e.g. asking for help, rehearsal, note taking, mind maps, mnemonics |
|  | Encourage the pupil to write down important tasks in a calendar and to allocate time accordingly, to support with organisation |
|  | Encourage them to read single sentences or small chunks of text and then check for understanding |
|  | Encourage the pupil to think aloud |
|  | Encourage the pupil to check what they have written by reading it aloud or using text to speech technology |
|  | Offer breaks during tasks that require sustained attention |
|  | Allow more time to complete tasks, to allow for work breaks, processing time and proof reading |
|  | Promote automation of fluency with key facts, e.g., teaching times tables, sight words both in class teaching and intervention e.g. Precision Teaching |
|  | Prime thorough pre-teaching of key vocabulary/key facts ahead of the task using this information |
|  | Increase the meaningfulness and familiarity of material e.g. relate learning to topics of interest and prior learning |
|  | Buddy up with others who have good memories |
|  | Give special attention to the building up of self-esteem, praise regularly for engagement, listening and use of strategies to support remembering |
|  | Focus on one skill at a time e.g. listen to information and then copy it; watch a video to process it, rewatch it to understand it, and then write notes |
|  | Review a topic to activate long-term memory and knowledge. |
|  | Consider the impact of emotional memory. Emotional events are likely to be recalled more often and more clearly than neutral events |

**Communication supports**

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|  | Alert the pupil to listen before beginning the message (by name or visual signal) |
|  | Provide repetition of key instructions/information using the same words |
|  | Breakdown verbal instructions into smaller pieces e.g., use shorter sentences, reduce steps and information carrying words, only include required information |
|  | Provide additional time for pupils to process verbal information before repeating in an identical manner rather than rephrasing |
|  | Check pupil’s understanding before a task and recap information after teaching input |
|  | When presenting a large amount of text on a board use different colours to emphasise key words or information or bullet points. Provide hard copies if possible |
|  | Check in with the pupil during independent work, following a little but often approach, to support with focus, reminders and next steps |
|  | Encourage the pupil to ask/signal for help, e.g., use a discreet signal between pupil and teacher to minimise embarrassment e.g. traffic light cards/placement of item on desk |

Date of review:

**Consider:**

• How long each adjustment has been in place?

• What impact is it having?

• Is this still the right adjustment? (i.e. have things changed or is it ineffective)

• Is it being used consistently? (by all in contact with the child)