

Special Educational Needs Policy



St. Brigid's Girls National School, Palmerstown, Dublin 20

Introduction

St. Brigid's Girls' National School is a vertical all girls primary school under the patronage of the Archdiocese of Dublin. It is a regular mainstream primary school, catering for a full cross section of pupils, including pupils from areas designated disadvantaged and approximately 20% of pupils for whom English is not the first language. We are noting an increased number of children experiencing homelessness and an increase in concerns from home which are impacting on the education of particular children in the school.

Rationale

The purpose of this SEN policy is to provide practical guidance and information for teachers, parents/guardians and special needs assistance on the provision of effective classroom, learning support and resource teaching to pupils experiencing learning difficulties or pupils with special behavioural, emotional or physical needs. The policy also helps to fulfil our obligations under the Education Act 1998 and the Education for Persons with Special Education Needs Act (EPSEN) 2004.

Relationship to School Ethos

Saint Brigid's GNS is a Catholic school and our ethos embraces Gospel teaching and values. We support and acknowledge the following:

- The principle of inclusiveness – see school's Inclusion policy.
- Respect for the diversity of values, beliefs, traditions, languages and ways of life of all its pupils.
- Respect for pupils with special educational, physical, emotional or behavioural needs.
- All pupils have an equal right to education. In order to fulfil this right, differences will be respected and valued in our school.
- Our school will be pro-active in challenging racism.
- Our school seeks to actively promote an environment in which cultural differences can be explored and respected, where pupils can learn from each other, and where cooperative learning activities are employed across the curriculum.

Revised Allocation Model (2017)

The National Council for Special Education (NCSE) Report Delivery for Pupils with Special Educational Needs (NCSE 2014), highlighted a number of shortcomings associated with the system for allocating special education teaching resources to schools. On this basis, the NCSE recommended a revised allocation model. Following successful piloting in forty-seven primary and post-primary schools during the 2015-2016 school year, the Department decided to introduce a revised allocation model for all mainstream schools with effect from September 2017. *Special Education Circular 0013/2017 provides full details on the revised Special Education Teaching Allocation*

Human Resources

The personnel available to St. Brigid's for SET teaching depends on resources provided to our school by the Department of Education and Skills – DES. Under the revised allocation model, introduced in 2017, our school is entitled to the following personnel for both the 2019/2020, and 2020/2021 school years. The SET allocation is reassessed every two years.

- Three full time SET roles
- One shared SET role for which we are the base school
- 4.66- Special Needs Assistants: 3 full time senior day roles and 2 infant day roles .

Aims

- To ensure that our duties, as set out in The Education Act 1998, Equal Status Act 2000, Education Welfare Act 2000 and Education for Persons with Special Educational Needs Act (EPSEN) 2004, are fully met.
- To enable pupils with special educational needs to join in the normal activities of the school along with the other pupils.
- To develop positive self-esteem and positive attitudes to school and learning.
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- To identify and assess pupils with special needs as early as possible, e.g. – Mist test given in the fifth term in Infants unless earlier assessment has been made; pupils with Assessment of Need reports.
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils.
- To follow the “Continuum of Support” - this provides a graduated approach, to match educational provision to pupils’ needs.
- To develop a partnership with parents/guardians carers in order that their knowledge, views and experience can assist us in assessing and providing for their daughters
 - To take into account as much as possible the wishes of the pupils concerned and, whenever possible, directly involve them in decision making in order to provide more effectively for them
 - To enable pupils to monitor their own learning and become independent learners
 - To ensure collaboration with the NEPS psychologist and SENO, when available, in order to take effective action on behalf of pupils with special needs
 - To ensure that all staff are aware of their responsibilities towards pupils with special needs and are able to exercise them
 - To monitor our effectiveness in achieving the above objectives

Guiding principles

The school recognises that effective learning programmes are based on the following principles:

- Effective whole-school policies
- Effective whole-school approaches to teaching and learning
- Whole-school involvement in approach to discipline
- Provision of intensive early intervention
- Direction of resources towards pupils in greatest need
- Effective attendance strategy, especially at Infant level
- Intensive intervention for new EAL pupils- if resources are available
- Effective use of “Continuum of Support” model
- Effective communication with parents/guardians

1. Whole- School and Classroom Support for All

It is accepted in St. Brigid’s that School support is provided under the Continuum of Support framework, as set out in the Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools, p.9 (NEPS). Mainstream class teachers take responsibility for the needs of all pupils before referring individual pupils to the SET team. The class teacher remains responsible for working with the pupil on a daily basis. She/he implements any classroom-based accommodations advised by the external professionals. She/he delivers differentiated individualised or group interventions identified in the School support Plus process. She/he contributes to the review.

Teachers provide Classroom Support in the following ways:

- Creating a positive learning environment within the classroom to ensure best possible learning outcomes for pupils. This includes awareness of seating arrangements, different learning styles of pupils, different methodologies required. To assist them, teachers refer to the Learning Environment

Checklist in A Continuum of Support, Resource Pack for Teachers, (ACofS, RPforT) and providing the use of assistive technology where applicable

- Differentiation to cater for pupils with a wide range of abilities. Teachers strive to match teaching strategies, approaches and expectations to the range of experiences, abilities, needs, learning styles in their class. See p.50/51 of ACofS, RPforT for samples of different approaches for catering for pupils who learn differently
- Individualised approach for a small percentage of pupils who have distinct or individual special educational and learning needs and/or behavioural needs. Teachers and parents/guardians agree to put a programme in place to endeavour to meet the needs of the individual pupil. This classroom support plan is reviewed after an agreed length of time, to determine the pupil's response, progress, effectiveness of the plan and the suggested next steps. The outcome of the review will determine if the pupil continues to have a classroom support plan, no longer needs a classroom support plan, or needs school support

2. School support for Some

If a decision is made that further support is needed to enable a pupil to learn more effectively, a School support Plan will be put in place. Results of standardised tests will also be considered at this stage. This plan is known as a School support Plan (SSP). The contents of the plan will be based on the following:

- The information and observations gathered from the classroom teacher
- The results of screening and other tests – YARC, Schonell, Busy at Maths Assessments
- The results of standardised tests – currently Sigma – T, Micra – T & MIST tests.
- The information and observations gathered from parents/guardians
- The information and observations gathered from a Special Needs' Assistant if applicable
- Information from external agencies or previous schools if applicable.

In our school we have two school support terms per year. Term one is from September to February, the second is from February to June. A detailed review will take place at the end of each of these terms. The SET Teacher and/or the Class Teacher will meet the parents/guardians to discuss the pupil's progress in the light of the review.

Provision of School support (NEPS guidelines p.9)

- The primary work of the SET Teacher is the provision of supplementary teaching to the pupils identified.
- A variety of support styles will be provided as deemed appropriate for the individual pupil – team-teaching, individual or group in-class teaching or pupil withdrawal, either in groups or individually.
- The Class Teacher and the SET Teacher will meet to devise an SSPP in consultation with the principal and parents /guardians
- The SET Teacher will maintain the following documentation in individualised files:
 - School support Plan (SSP) soft copy to be uploaded to Aladdin
 - School support Plan Plus (SSPP) soft copy to be uploaded to Aladdin (with details of signatures and dates. Full names must be provided) , hard copy, signed by relevant teachers and parents/guardians to be given to the school principal for filing
 - End of year SET reports to be uploaded on to Aladdin and hard copy added to child's classroom folder
 - Regularly updating the rolling document
 - Short term planning and programme records
 - Other records
 - Samples of written work
 - Record of test results

Timetabling

- In St. Brigid's GNS school support is provided in blocks of approximately 20 school weeks, beginning in September and February.

- The provision of school support is in addition to the regular class teaching in Literacy and Numeracy.
- Effort is made to ensure that pupils do not miss out on the same curricular subject each time they attend school support. A flexible approach to timetabling is adopted by the Class Teacher, though class disruption must be minimised.
- The provision of school support may include withdrawal of pupils from their classroom and/or in-class tuition.
- In-class support, if appropriate, will be jointly designed and monitored by the Class Teacher and the SET Teacher
- Standardised tests are timetabled for May – see below

Assessment

Please see St. Brigid's policy on Assessment on informal ways of assessing pupil performance in our school. The deputy principal is responsible for ordering test booklets for upcoming standardised tests and dispersing them to the relevant staff members. Below are the formal standardised tests we use and results from these tests form part of the criteria for attending school support

- **Middle Infant Screening Test (MIST)** This test is used for the early identification of learning strengths/difficulties. This test is administered in the 5th term of primary school (2nd term of Senior Infants). The test is administered in groups of children by the class teacher and the SET Teacher. The class teacher corrects the tests, completes the class record sheet and interprets the results in conjunction with the SET Teacher. The class teacher will endeavour to ensure the MIST test is administered before parent teacher meetings in order to communicate results of MIST at parent teacher meetings.
- **Micra-T/Sigma-T standardised tests:** These tests are administered to all pupils in 1st-6th class (with the exception of particular SET pupils for whom the test would not be suitable (at the discretion of the principal). The tests are administered in May each year by the class teacher and SET teachers. The class teacher corrects the tests. Class record sheets are then generated and distributed to class teachers. The record sheet on each child's booklet will be completed by the class teacher and filed in the child's report folder. The class teacher then interprets the results in conjunction with the SET teacher. The results are communicated with parents/guardians through the end of year school reports. Results are also analysed by the SET team on a whole school level in order to assess particular areas of need and in order to develop targeted intervention programmes. It is the responsibility of the class teacher to discuss any exemptions from standardised tests with the principal.

Pupils absent on the day of testing are given a second opportunity to take the test at a later date, if a suitable later date is available.

Parents/guardians are informed in advance of the general time frame for testing to try to ensure optimum attendance.

- **New Non-reading Intelligence Test (NNRIT):** This test is administered to 1st and 4th classes in May each year. Results are analysed in conjunction with Micra-T/Sigma-T tests to identify pupils with a particular Literacy/Numeracy difficulty (highlighted by a significant discrepancy between NNRIT scores and the standardized test scores.) This test may also be administered to pupils in other classes if advised by the school psychologist, or if deemed appropriate to do so by the SET teacher and class teacher.
- **Primary Schools' Assessment Kit (PSAK):** For pupils with English as an additional language - administered as appropriate. Junior Infants baseline test administered on first two days of school to assess language needs.

Interpretation of testing may indicate the need for supplementary teaching. Criteria used to decide who should receive support include using results from diagnostic and standardised tests. This criterion includes;

- All pupils who score below the 12th percentile in literacy and/or numeracy;
- Pupils who score below the 20th percentile in either subject - if personnel is available;
- Pupils whose scores show a discrepancy between intellectual ability and standardised test results following a period of classroom support, if personnel is available
- Pupils with diagnosed specific learning disabilities

Staff Roles and Responsibilities

Special Educational Teaching (SET) is a collaborative responsibility shared by all partners in the learning process. It is important that all partners contribute in the planning and implementation of our school plan on school support.

Board of Management

The role of the Board of Management is to:

- Oversee the development, implementation and review of the provision of school support in the school
- Ensure adequate classroom accommodation and teaching resources are provided for the school support teachers
- Provide a secure facility for storage of records in relation to pupils in receipt of school support
- Facilitate on-going support for Professional Development in school support for staff

Principal

The role of the principal is to:

- Assume overall responsibility for the development and implementation of the school's policy on school support in co-operation with the Board of Management, teachers, parents/guardians and pupils
- Monitor the implementation of the school plan on school support on an on-going basis
- Monitor the selection of pupils for school support, ensuring that this service is focused on the pupils with the greatest need; ensuring, also, that the continuum of support model is maintained, this is in conjunction with the SET team and deputy principal
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with special needs and learning difficulties so that these pupils can be provided with the support they need, this is in conjunction with the SET team and deputy principal
- Keep records on all decisions made, link with class teacher, keep files on pupils and their support history in the school
- Endeavour to help teachers increase their knowledge and skills in the area of school support

Class Teacher

The class teacher has primary responsibility for the progress of all pupils in her class, including those selected for school support. In supporting the development and implementation of the school plan on school support, the class teacher should:

- Ensure there is a classroom environment which optimises the learning of all pupils
- Ensure appropriate materials and resources are available in the classroom
- Implement classroom support for pupils who need it
- Implement the school policies on screening and selecting pupils for school support in literacy and numeracy by co-operating and assisting with the administration, scoring of appropriate screening measures, recording and interpreting
- Collaborate with the SET teacher in the development of an SSP/SSPP for pupils in school support by identifying appropriate learning targets and by organising classroom activities to achieve these targets

- Adapt classroom programmes in line with the agreed learning targets and activities
- Liaise with parents/guardians
- Adapt timetable appropriately

SET Teacher

The role of the SET teacher is to:

- Provide additional individualised or group teaching support to pupils in school support
- Develop an SSP for pupils selected for school support in consultation with the Class Teacher, SNAs and parents/guardians
- Contribute to the development of policy on school support at whole-school level
- Provide advice to the class teachers in such areas as individual pupils assessment and programme planning, as well as approaches to language development, literacy and numeracy, social skills and additional support for pupils experiencing difficulties
- Contribute at school level to decision making regarding the purchase of school support materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the school support room
- Liaise with school's SET teachers, class teachers, principal, parent/guardians and external agencies such as psychologist to arrange assessments and special provision for pupils with special educational needs
- Carry out standardised testing in literacy and numeracy on all new school entrants from 1st Class upwards to determine an outline of ability, providing their entry is not within three months of school testing in May.
- Carry out language proficiency tests on EAL pupils using the PSAK testing scheme
- Maintain a list of pupils who are receiving school support, ensure that the rolling document is kept up to date throughout the school year and concluded for handover at the end of the year
- Track the progress of pupils who have discontinued School Support for Some
- Develop an School Support Plan Plus - SSPP - for each low incidence pupil in consultation with other partners in education, such as, other SET teachers, class teachers, principal, parents/guardians and external agencies
- Assess and record the pupil's needs and progress
- Set specific, time-related targets for each pupil and agreeing these with the class teacher and in consultation with principal
- Directly teach the pupil, either in a separate room or within the mainstream class
- Team-teach, where appropriate, when the pupil concerned will derive benefit from it
- Advise class teachers in regard to adapting the curriculum, teaching strategies, textbooks, ICT, specialised software and other related matters
- Meet and liaise with parents/guardians, when necessary, accompanied by the class teacher as necessary
- Meet with other relevant professionals, in the pupil's interests, e.g. psychologist, speech and language therapist, visiting teachers
- Organise a review process
- Upload School Support Plans, School Support Plus Plans and SET reports to Aladdin
- Provide an appropriate timetable, resources, expertise and suitable learning environment for children with SEN

Parents/Guardians

The support of parents/guardians whose daughters are in receipt of school support is vital to its success. Specifically, parents/guardians contribute through:

- Regular communication with the class teacher and SET teacher
- Creating a home environment where literacy and numeracy can thrive
- Fostering positive attitudes about school and learning in the child
- Participating in learning programmes and initiatives
- Filling in forms, plans etc. as necessary
- Liaising with external agencies and communicating outcomes with the school
- Attending organised meetings

- Conversing with their daughter in English in the home as much as possible where English may not be the first language
- Ensuring their daughter attends school regularly and punctually

Success Criteria

Whole school implementation of this policy will result in enhancement of teaching and pupils' learning in the following ways:

- Improved standards of achievement with the pupil's SSP/SSPP
- Enabling the discontinuation of the provision of school support to individual pupils, where improvements have been observed through formal/informal assessment, and after consultation with parents/guardians and teachers
- Enhanced parental involvement in supporting their child's learning needs

Review of School Support and School Support Plus.

After a minimum period of twenty weeks in school support, a pupil's progress is reviewed. Every attempt will be made by the classroom teacher and SET teacher to communicate with parents/guardians at parent/guardian meetings, if the pupil needs to;

- Discontinue school support
- Continue in school support
- No longer needs school support but reverts to having a classroom support plan
- Needs further support, known as School Support Plus for a Few

3. School Support Plus for a Few

If, after in-class intervention and school support, a pupil's progress is still a cause for concern then external professionals and support services may be consulted when available. The school will communicate with parents/guardians in relation to what support is available, if appropriate to the child's needs. A pupil may have behavioural, physical or emotional needs which are causing significant barriers to learning and impeding the development of typical social interactions. These needs may be assessed by external professionals. Professionals such as educational psychologists, clinical psychologists, psychiatrists, occupational therapists or speech and language therapists may be involved, depending on the nature of the pupil's needs. In St. Brigid's, we utilise our NEPS psychologist, this will depend on the availability on a year-to-year basis.

Referral to NEPS Psychologist

- The principal, in partnership with the SET team, co-ordinates the referral of pupils to outside agencies, e.g. Educational Psychologist, as appropriate on a year-to-year basis
- The principal, SET teacher and class teacher meet with the parents/guardians to discuss the need for the referral, to seek consent and complete a NEPS application form, this must be completed before submission to NEPS
- The external professional visits the school to meet with the pupil, parents/guardians, principal, class teacher and the SET teacher as appropriate, and the assessment is conducted
- This is followed by a return visit at which findings are discussed, recommendations are considered and an appropriate plan is agreed
- If the pupil requires further referral to other external agencies the principal will endeavour to support parents in making these arrangements.

The Special Education Needs Organiser

A SENO is a Special Education Needs Organiser who works for the National Council for Special Education (NCSE) and is an important link between the school and the Council. For example, the SENO deals with applications for additional support for pupils with SEN. Each SENO has responsibility for specific schools, primary, post primary and special, within their area. In general, the role of the SENO ensures that a child with special educational needs receives the supports they are entitled to.

In dealing with parents of children with special educational needs, SENOs will keep parents informed of what resourcing decisions are being made on their child's behalf. The SENO will also discuss any concerns that parents have about the present or future educational needs of their child. SENOs recognise that parents/guardians are the key stakeholders with regard to the child and are committed to forging good relationships with parents and parent groups. The SENO is available to parents to discuss any issues they have and to offer support and expertise. (NCSE website)

The Role of the SNA in the Context of this Special Education Policy

The role of the SNA is to ensure the care needs of her/his assigned pupils are met. This will require regular on-going open communication between parent/guardian, SNA and class teacher. It will require collaboration between the SNA and teaching personnel in drawing up a SSPP and a PPP to ensure the care needs of the pupil are included. The SNA should also ensure that all support aids and specialised equipment are available to the pupil in her care. She/he should ensure her profile is up to date.

Special Circumstances

On very rare occasions it may be necessary to move directly to School Support Plus. In the event of a critical incident, for example, or a sudden change in the educational, emotional or behavioural life of a pupil, the SET personnel in the school will consult with the principal, parents/guardians and external agencies to get support for a pupil as quickly as possible.

EAL Pupils

Approximately 20% of pupils in St. Brigid's do not have English as their first language. Provision for these pupils is met under the Special Educational Needs model. The following procedures apply:

- Initial assessment of pupil's proficiency is carried out using the "Initial Interview Assessment" from for new pupils. This indicates the level of support needed by the pupil
- The pupil is given an opportunity to settle into school prior to a formal assessment known as a placement assessment
- This helps the class teacher and SET teacher to draw up a plan for the pupil on the four skills necessary for proficiency in English:
Listening, Speaking, Reading, Writing
- St Brigid's G.N.S. endeavours to provide each EAL pupil with a maximum of three years in EAL support
- The EAL pupil's progress is reviewed regularly
- The EAL pupil's progress is assessed formally every September with the PSAK EAL resource
- After each review the pupil moves on to a new level of proficiency if appropriate
- When a pupil has reached level B1.3 in all four skills there is no longer a requirement for EAL withdrawal

Exceptionally able students

As well as pupils with learning difficulties, St. Brigid's has a number of pupils who might be considered to be "Exceptionally Able". These pupils excel in many areas of the curriculum and would have standardised test percentile scores of 90+. Class teachers differentiate for these pupils also and ensure that they use higher order learning skills in their teaching.

Additional Support

Additional Teaching Support (which is supplementary to the support already mentioned) is provided for children who have Special Educational Needs, such as significant communication difficulties, delayed cognitive development or adaptive functioning, or significant emotional and behavioural difficulties.

Implementation

This policy will take effect from October 2019. It replaces our former Learning Support policy.

Review

The policy will be reviewed and amended every two years, or as needed.

Abbreviation of Terms

ACofS: A Continuum of Support
DCU: Dublin City University
DES: Department of Education and Skills
EAL: English as a foreign language
PSAK: Primary School Assessment Kit
EPSEN: Education for persons with special education needs
GAM: General Allocation Model
ICT: Information and Communication Technology
SSPP: School support Plan Plus
SSP: School support Plan
PPP: Personal Pupil Plan
NEPS: National Educational Psychological Services
SEN: Special Education Needs
SET: Special Education Teaching
SENO: Special Education Needs Organiser
SNA: Special Needs Assistant

Other linked Policies

Assessment Policy
Attendance Policy
Code of Behaviour
Admissions Policy
Inclusion Policy

This policy was ratified by the Board of Management of St. Brigid's GNS on the 16th October 2019.

Appendix A: Timeframe of SET administrative duties

September	<ul style="list-style-type: none"> • 2 SET teachers to assist with new Junior Infant pupils for first two days of school year • Permission slips sent out and filed in SET permission slip folder as returned • Split class begins within three to four days • Junior Infant baseline tests (one day requiring full team) • YARK, Schonell, numeracy, and EAL testing (two weeks requiring full team) • Full timetables to begin alongside testing if not completed (testing to go ahead without permission slips) • Final review of timetables • *Rolling document updated as required
October	<ul style="list-style-type: none"> • School Support and School Support Plus Plans to begin • Meeting with parents about SSPP • *Rolling document updated as required
November	<ul style="list-style-type: none"> • *Rolling document updated as required
December	<ul style="list-style-type: none"> • *Rolling document updated as required
January	<ul style="list-style-type: none"> • *Rolling document updated as required
February	<ul style="list-style-type: none"> • MIST assessment for Senior Infants – one SET teacher per class • Administering tests to children who were absent • Parent/teacher meetings • Review of School Support and School Support Plus Plans • *Rolling document updated as required
March	<ul style="list-style-type: none"> • *Rolling document updated as required
April	<ul style="list-style-type: none"> • *Rolling document updated as required
May	<ul style="list-style-type: none"> • Standardised testing: Micra-T, Sigma-T, N-NRIT • Administering tests to children who are absent for initial days of testing • *Rolling document updated as required

June	<ul style="list-style-type: none">• Compile list of children eligible for support as a result of Micra-T and Sigma-T tests• Find out list of children eligible for EAL support• Find out recommendations from class teachers for in-class support and withdrawal• Group children by results/class level• Timetables for SET teachers for following year are planned• Create teacher-pupil document specifying which SET teacher will be working with each child/group of children/class• Create SET timetables for class teachers which will show the times of any in-class support/withdrawal of children• Final review of Support Plans and Support Plus Plans• Upload SET reports, Support Plans and Support Plus Plans to Aladdin• File permission slips, SET reports and Support Plus Plans into pupils' folders• Update final rolling document
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Appendix B: Classroom Support Plan Template

St. Brigid's G.N.S. Classroom Support Plan

Our Concerns Are:	Review-Date and Comments
We think it may be happening because...	
Some Strategies Which May Work Are.....	
We Will Know Things Have Improved When.....	
We Will Review(Date)	
First Review:	
Second Review:	

School Support Plan 2019-2020

Name:	Class:
Date of Birth:	SET teacher(s):
Address:	Commencement date of supplementary teaching:
Subject:	Review Date:
Formal Assessment:	
Summary of other information (For example from parents, class teacher, psychologist, speech and language therapist ...)	
Pupil's strengths and interests	
Priority concerns	
We want to achieve (Targets)	
Strategies we will use:	
Staff involved and resources needed are:	
Review	

Appendix D: School Support Plan Plus Template

School Support Plan Plus 2019-2020

Name:	Date of Birth	School:
Address:	Telephone:	Class:
Parent/Guardian:	Class Teacher	Resource Teacher:
SNA:	Psychologist:	Therapist/Other:
Date Commenced:		Review Date:
Summary of information from parents, student, class teacher and other professionals:		

School Support Plan Plus Planning Sheet

Summary of Special Education Needs (of the child)
Progress to Date / Strengths (Child's abilities, skills & talents)
Areas for Improvement/Development
Special Educational Provision
Priorities / Long Term Goals
Learning Targets
Target 1:

Strategies: Resources:

Target 2:

Strategies: Resources:

Target 3

Strategies: Resources:

Signed:

Appendix E: SET report template

St Brigid's GNS SET support June 2020 report

Name:

Subject:

Class:

Teacher:

SET teacher:

Progress to date
Areas for improvement

Signed:

SET Teacher

Principal