



European Schools

Office of the Secretary-General
Pedagogical Development Unit

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Original

Statistical report on the integration of pupils with special educational needs in the European Schools in the year 2014

BOARD OF GOVERNORS

Meetings on 15, 16 and 17th April 2015 – Prague

Introduction

The new Educational Support Policy came into force on 1 September 2013. This report informs about the provision of Intensive Support A in the year 2014. In order to have a picture of the development of the indicators until the end of the provision under the previous policy, this report uses the same questions and structures as the previous years' reports. Some terms have been changed in order to follow the new educational support policy entitled *Policy on the provision of Educational Support in the European Schools* (2012-05-D-14-en-7).

This report has been written on the basis of data gathered from the schools by means of an electronic questionnaire. The schools' data were acquired on 15 November 2014. The data gathered by the schools were compiled by the OSGES and analysed by the support inspectors. The analysis and the draft report have been discussed in the Educational Support Policy Group.

The report refrains from interpretations, apart from the final chapter, which contains recommendations to be made in the opinion of the Educational Support Policy Group.

1. Number of pupils with special educational needs in the European Schools

The total number of pupils in the European Schools has increased year by year, up from 23 367 (2011//2012) to 25 385 (2014/2015). At the same time, the number of pupils with special educational needs has increased from 640 (2011/2012) to 855 pupils (2014/2015). The increase in comparison with the school year 2013-2014 is 8%. The total percentage of pupils with special educational needs has reached 3.37%.

Table 1: Percentage and number of pupils with special educational needs in the European Schools

<i>2011/2012</i>	<i>2012/2013</i>	<i>2013/2014</i>	<i>2014/2015</i>
2.74%	2.94%	3.23%	3.37%
N=640	N=702	N=792	N=855

The number of new Intensive Support Agreements in the 2014/2015 school year (by 15 November) was 148.

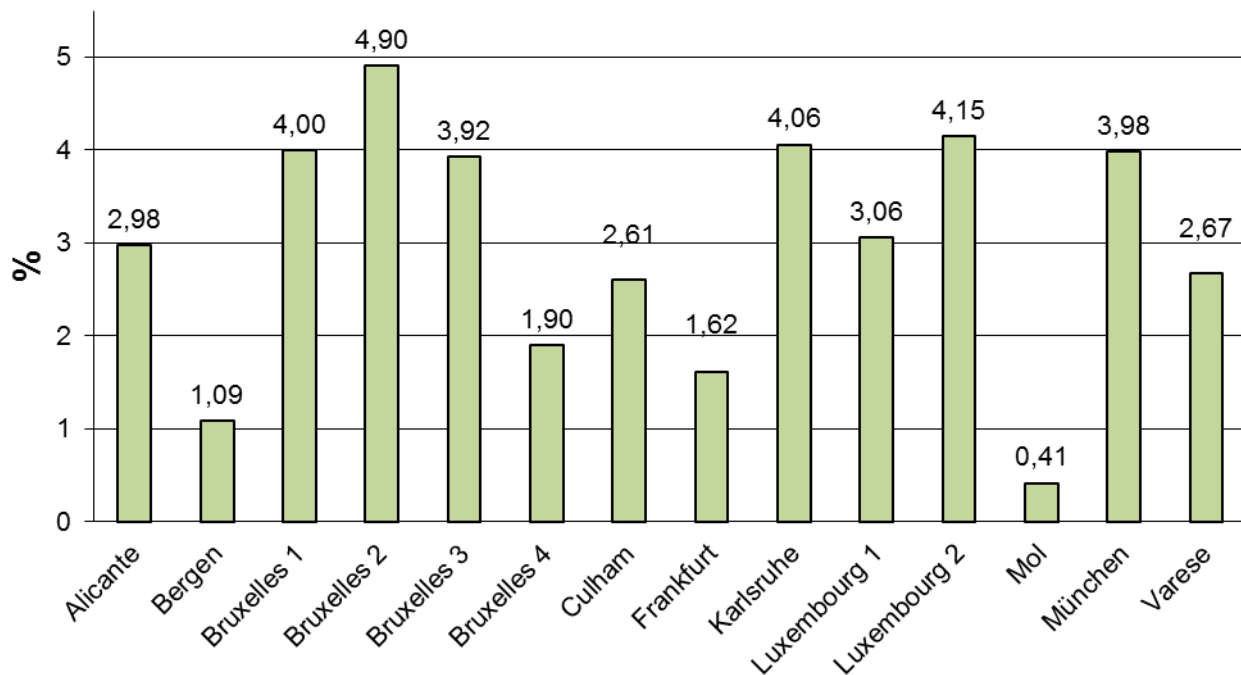
Annex: Table 2. Number and percentage of pupils with special educational needs – development since the year 2011 up to 2014

2. Pupils with special educational needs by school and by cycle

Brussels II has the highest percentage (4.9%) of pupils with special educational needs. There are five schools where the percentage of pupils with special educational needs is around 4% or more. The schools are Brussels I, Brussels III, Karlsruhe, Luxembourg II and Munich.

The lowest percentages of pupils with special educational needs are in the ES Mol (0.4%) and in the ES Bergen (1.1%). Alicante, Brussels IV, Culham, Frankfurt, Luxembourg I and Varese are also below average.

Chart 1: Pupils with special educational needs per school



In most of the schools, the percentage of pupils with special educational needs has increased, mostly in Brussels III, Culham, Luxembourg II and Varese. In four schools, the development has been the opposite. The decrease has been most remarkable in Karlsruhe and Munich.

The total number of pupils with special educational needs in the nursery and primary cycles is 410 pupils (N/P 48 %) and in the secondary 445 pupils (52%). (The share between nursery/primary and secondary has stayed the same compared to the year 2013-2014).

In most of the schools the share of ISA agreements is balanced between nursery/primary and secondary or there are more agreements in the nursery and primary cycle. However; there are two schools where the share is the opposite, namely Brussels I and Munich where there are more agreements in the secondary cycle than in the nursery/primary cycle.

Annex: Chart 2. Share of pupils with special educational needs by school and by cycle 2014

3. Pupils with special educational needs by language sections

When different language sections are compared, the Finnish, Hungarian and Swedish sections have clearly more ISA agreements than the average. The Lithuanian, Polish and Romanian sections are clearly below the average.

Annex: Table 3. Pupils with special educational needs by language section –development 2011/12–2014/15.

4. Pupils with special educational needs by category and cycle

The majority of pupils with special educational needs are in category I. In the nursery cycle, almost all the pupils with special educational needs are category I. In the primary, the number of pupils with special educational needs coming from category I is 86% and in the secondary, it is 80%.

Overall, 13% of pupils with special educational needs are category III pupils even though they comprise 17% of the European Schools' total population.

5. Percentages of pupils with special educational needs by year group

The percentage of pupils with special educational needs is lowest in the nursery classes and rises in the primary years, decreasing again at the end of the secondary years. Starting from P3 till the end of S3, the percentage of pupils with special educational needs is more than 4% of the population. In P4, the percentage is the highest i.e. 5.6%.

Annex: Chart 3: Percentage of pupils with special educational needs by class

6. Diagnoses of pupils with special educational needs

There is an extremely wide range of disabilities for which appropriate help, support and compensation are expected to be provided under the educational support programme. The aim of the survey was to identify the most common reasons for seeking educational support.

The most common diagnosis group is psychomotor impairments even though the prevalence, 46% of all diagnoses mentioned, has decreased from the previous year. Psychomotor impairments include diagnoses such as dyslexia, dyscalculia, dysorthography, dyspraxia and their combinations.

Approximately, every fifth (26.5%) diagnosis is dyslexia. Dyslexia is the most common diagnosis both in the secondary and primary cycles. In the secondary cycle, it is even more common, accounting for 33% of all diagnoses. The other frequent diagnoses in the secondary and primary cycles have stayed the same over the years; they are ADHD, ADD and combinations of different psychomotor disorders.

High potential as a reason for ISA agreement has increased from last school year (26 agreements) till 32 agreements. Most of the agreements are in the primary cycle (20/32). Highest numbers are in Brussels III (7) and in Karlsruhe (5).

There is a wide variety of other diagnoses, even though the number of cases is not very large.

Annex: Chart 4: Frequency of diagnosis per cycle

7. Benefit of educational support

The progress made by pupils with special educational needs can be seen in the following summary:

Table 4: Promotion/Progress by cycle

Promotion / Progress	NS	P	S	NS %	P %	S %	Total %
Normal promotion to the year above	10	296	390	40.00	85.06	92.20	87.44
The pupil accompanies his/her year group, without promotion	1	41	17	4.00	11.78	4.02	7.41
Repeating the year	14	11	16	56.00	3.16	3.78	5.15
Total	25	348	423	100	100	100	100

Nearly 87% of pupils with special educational needs were promoted normally to the year above and 7% accompanied their year group without promotion. The percentage of repeating a year is 5.2%. There is no real change in comparison with the previous year's results in primary and secondary cycle. In the nursery, 14/25 of children with ISA agreement stayed a third year in the nursery cycle while a year before only one pupil with ISA agreement stayed a third year.

Table 5: The development of promotion and progression pupils (total %) 2011–2014.

<i>Promotion / Progress</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
Normal promotion to the year above	81.17%	86.98%	85.65%	87.44%
The pupil accompanies his/her year group, without promotion	12.50%	7.58%	8.67%	7.41%
Repeating the year	6.33%	5.44%	5.68%	5.15%

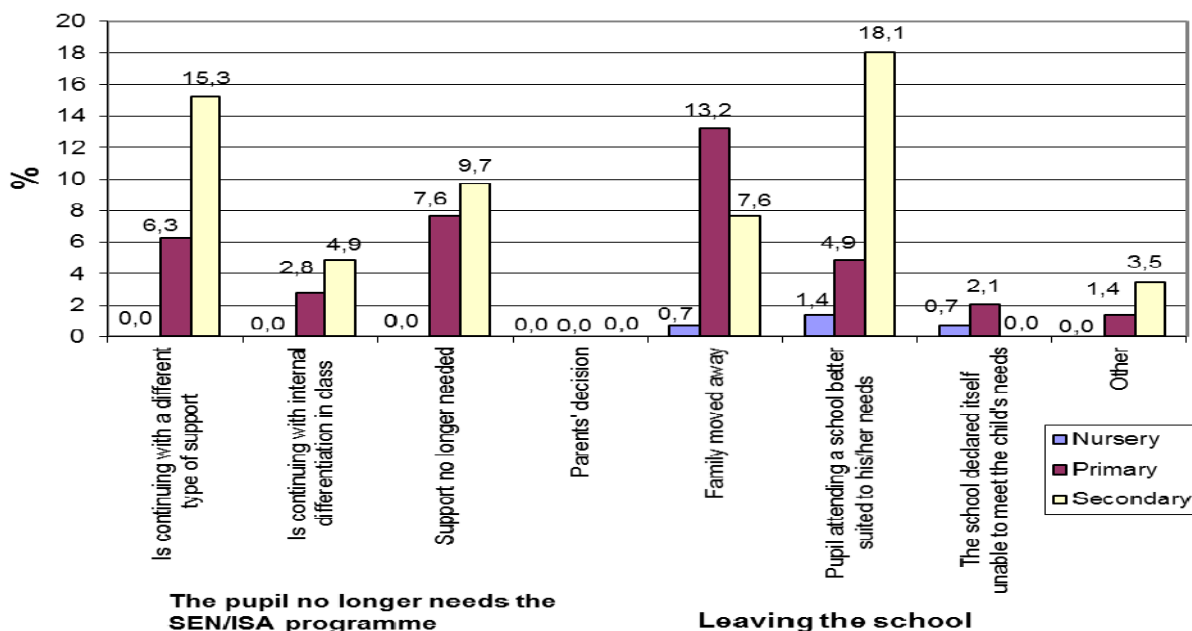
8. Termination of ISA agreements in the year 2014

For 121 pupils out of the total of 855, the agreement was terminated. Most of the terminations of ISA agreements were in the secondary cycle. In the same year, 148 new contracts were signed.

In the case of 47% of the 121 terminated agreements, the support was either no longer needed or educational support was replaced by another form of support or internal differentiation in the classroom. This is a similar figure in comparison with the year before. In the case of 24% of terminated agreements, the pupil moved to a more appropriate school. This is 5% less than in the previous year and more common in the secondary cycle than in the nursery and primary cycle.

In the case of almost 22% of terminations, the reason was that the family moved away. This reason for termination of the agreements is more common in the secondary cycle. In 4 cases of terminated agreements, the school declared itself unable to meet the child's needs. This number is less than a year ago (8 cases). In relation to the total number of all European School pupils (25 384), the percentage is 0.04%.

Chart 5: Reasons for termination by cycle



9. Staff working in the educational support area

The number of teachers in the schools working in the field of educational support has increased further, up from 295 to 319 teachers. Most of the support teachers work in the secondary cycle, numbering 194, which is approximately as many as a year ago. In the nursery and primary cycle, 125 teachers work in the field of educational support which is 12% more than a year ago.

This year (2014) the percentage of locally recruited teachers giving educational support is 79% of all teachers working in the area. This is the second year in row when the percentage of locally recruited teacher has decreased (from 89% in the year 2012).

Teachers comprise 75% of all staff working in the educational support area and personal assistants account for 19%. The number of assistants increased from year 2012 to 2013 but has now remained the same as a year ago. The great majority of assistants works in the nursery and primary cycle. Speech therapists and psychomotor therapists who still have a contract as teachers account for 3.5% which is slightly less than a year ago. They were employed before the *Directives for the organisation of paramedical support services for SEN pupils (2012-09-D-26-en-1)* were introduced in the European Schools.

There has not been a change in the use of therapists working in the schools; all speech therapists work in Brussels, psychomotor therapists work mainly in Brussels (2 in ES Brussels and 1 in ES Luxembourg I).

Table 6: Staff working in the field of educational support, by cycle

<i>Staff providing support (Number of persons per cycle)</i>	<i>Nursery & Primary</i>		<i>Secondary</i>		<i>N&P+S</i>	
	<i>N=204</i>	<i>%</i>	<i>N=220</i>	<i>%</i>	<i>N=424</i>	<i>%</i>
Locally recruited SEN teacher	103	50.5	150	68.2	253	59.7
Personal assistant	68	33.3	12	5.5	80	18.9
Seconded SEN teacher	22	10.8	44	20.0	66	15.6
Speech therapist	5	2.5	7	3.2	12	2.8
Psychologist	1	0.5	6	2.7	7	1.7
Psychomotrician	3	1.5	0	0.0	3	0.7
Other	2	1.0	1	0.5	3	0.7
	204	100.0	220	100.0	424	100.0

10. Educational support time

The total amount of educational support per week is 166 056 minutes. This is 9% more than a year ago. The number of educational support minutes does not distinguish between support given to groups or to individuals.

Table 7: Evolution of educational support time and number of pupils with special educational needs 2010-2014

<i>School year</i>	<i>Support minutes</i>	<i>Increase from the previous year</i>	<i>Number of pupils with ISA</i>	<i>Increase in pupils with ISA</i>
2011	106 622	19.5%	640	3.4%
2012	119 807	12%	702	9.7%
2013	152 635	27%	792	12.8%
2014	166 056	9%	855	8%

Most of the support time, 69%, was provided in the nursery and primary cycle, which is exactly the same share as a year earlier.

The support time given by seconded teachers has again increased slightly in both cycles. The support time given by locally recruited teachers has decreased by 2% from the previous year. This is the first time since the question about the support time given by different professionals has been followed when the time given by assistants has been decreased.

The assistants' role in the nursery and primary cycle is even more significant than in the secondary cycle. The support time given by therapists has stayed almost the same as a year ago, namely 3.7%

Annex: Charts 6 and 7. Total number of ISA support (in minutes) per week offered by different professions.

Table 8: Educational support time by cycle

<i>Total number of ISA support (in minutes) per week offered by...</i>	<i>Nursery & Primary</i>		<i>Secondary</i>		<i>N&P+S</i>	
	<i>N=114.736</i>	<i>%</i>	<i>N=51.320</i>	<i>%</i>	<i>N=166.056</i>	<i>%</i>
Seconded teacher	6 330	5.5	2 925	5.7	9 255	5.6
Locally recruited teacher	34 400	30.0	31 450	61.3	65 850	39.7
Personal assistant	67 466	58.8	11 805	23.0	79 271	47.7
Speech therapist	3 165	2.8	2 340	4.6	5 505	3.3
Psychomotrician	675	0.6	-	-	675	0.4
Psychologist	-	-	2 790	5.4	2 790	1.7
Occupational therapist	-	-	-	-	-	-
Other	2 700	2.4	10	0.0	2 710	1.6
Total	114 736	100	51 320	100	166 056	100

Most of the support given was less than 180 minutes per week, as has been the case for the last four years.

The amount of support between 181-360 minutes per week has stayed the same as last year, about 9%. The amount of intensive support (>600 minutes) has increased a little again.

Table 9: Amount of support by cycle

<i>Number of pupils with special educational needs who get support</i>	<i>Nursery</i>		<i>Primary</i>		<i>Secondary</i>		<i>N+P+S</i>	
	<i>N=27</i>	<i>%</i>	<i>N=368</i>	<i>%</i>	<i>N=431</i>	<i>%</i>	<i>N=826</i>	<i>%</i>
0-180 minutes/week	11	1,33	231	27,97	407	49,27	649	78,57
181-360 minutes/week	5	0,61	59	7,14	13	1,57	77	9,32
361-600 minutes/week	1	0,12	34	4,12	4	0,48	39	4,72
>600 minutes/week	10	1,21	44	5,33	7	0,85	61	7,38
	27	3,27	368	44,55	431	52,18	826	100,00

11. Costs per pupil

The total cost of educational support in the financial year 2014 was €5 526 777 (31.12.2014), which is €743 967 (15 %) more than last year (31.12. 2013). In the same period, the number of pupils needing educational support increased by 8% and the amount of support time given increased by 9%.

The average cost per pupil has increased, now being €6 464. This is €425 more per pupil than previous year.

The costs per pupil are clearly above average in the European schools of Bergen, Brussels III, Brussels IV, Luxembourg I, Mol and Varese. The number of pupils receiving educational support varies though in those schools between 3 and 114 pupils. The lowest average cost per pupil is found in the ES Frankfurt.

Annex: Table 10. Cost per school and per pupil 2010-2014

12. Use of the educational support budget

The educational support budget is used mostly to pay the teachers' salaries, which account for 75%. This is a similar use of the budget as in the previous year. The percentage of the budget used to pay assistants' salaries has increased from 18% last year to 22% this year. The budget used for pedagogical material, including ICT for educational support purposes is 3% (1% less than the year before).

Nevertheless, there is a difference in use of the educational support budget between the schools and between the cycles. Notably, only bigger schools use the ISA budget also in the nursery cycle.

Annex: Chart 8. The use of ISA budget in the nursery cycle

In general, most of the budget in the secondary cycle is used for ISA teaching, while in the primary cycle, the budget is used in more varied ways. In the nursery, the budget is used only in the bigger schools and with the exception of two schools, mostly for assistance.

Table 11: Use of the ISA budget by cycle

<i>Average of all schools</i>	<i>Nursery</i>	<i>Primary</i>	<i>Secondary</i>	<i>N+P+S</i>
SEN/ISA teaching	2.00%	30.66%	42.67%	75.33%
SEN/ISA assistance	1.98%	13.26%	6.47%	21.72%
Pedagogical material for special educational needs (including ICT)	0.20%	1.18%	1.22%	2.60%
Other	0.07%	0.14%	0.14%	0.36%
Total	4.25%	45.25%	50.51%	100.00%

13. Summary of the findings

In the year 2014, the percentage of pupils with special educational needs in the European Schools is nearly 3,4%. The percentage of pupils with special educational needs is slightly higher in the secondary cycle than in the nursery and primary cycle.

The percentage of category III pupils with special educational needs is lower than the total percentage of the pupils in that category.

The most common diagnosis group is psychomotor impairments but it has decreased from the previous year. Within this group of diagnosis, dyslexia is the most frequent one in both cycles. In the secondary cycle, it is even more common.

This year, there is a marked increase in agreements based on pupils' high potential. These ISA agreements are more frequent in the primary cycle.

Most of the pupils with special educational needs were normally promoted.

The most common reason for termination of the ISA agreement was that the pupil no longer needed this type of support.

The total number of teachers working in the educational support area has increased. The amount of support time given by seconded teachers has increased, while the teaching time of locally recruited teachers has decreased.

Most of the support time was given in the nursery and primary cycle. This is in line with the principle of early identification and the early intervention.

Most of the ISA budget is used to pay staff salaries.

Compared to the previous year, the total educational support budget has increased by 15% and the average cost per pupil by 7%. The number of pupils with ISA agreements has increased by 8% and the support time given by 9%.

14. Recommendations

- The schools are expected to set procedures for early identification of pupils' disabilities and difficulties and for timely intervention. This should be included in the schools' internal guidelines in line with the Policy on the Provision of Educational Support.
- Special attention should be paid to transition of pupils with special needs between Nursery, Primary and Secondary cycles.
- Schools should create processes for exchange of information and good practices within and between the schools.
- Since dyslexia is the most frequent diagnosis, there is a need to reinforce the means for its proper treatment – teachers' professionalism, sharing of experiences and good practices, school equipment, evaluation of efficiency ...
- Systematic training for coordinators and teachers, mentoring and coaching should be provided at both system level and school level.
- Systematic communication between the members of the schools' management teams and the educational support inspectors should be ensured in order to harmonise implementation of the Educational Support Policy within the European Schools.
- The outcome and efficiency of educational support should be systematically analysed at both system and school level.

15. Proposal for the Joint Board of Inspectors and Joint Teaching Committee

The Joint Board of Inspectors is invited to give an opinion on the proposed recommendations of which the Joint Teaching Committee will be informed orally during its meeting.

The Joint Teaching Committee is invited to approve the statistical report 2014 and its recommendations.

The report will also be submitted for information to the Budgetary committee and to the Board of Governors.

16. Opinion of the Joint Board of Inspectors

The Joint board of Inspectors expressed a favourable opinion on the 2014 statistical report on pupils with special educational needs.

17. Opinion of the Joint Teaching Committee

The Joint Teaching Committee expressed a favourable opinion on the report, which in principle would be the last in that form and would relate in future to school years' and not calendar years' expenditure.

18. Opinion of the Budgetary Committee

The Budgetary Committee took note of the document.

19. Proposal for the Board of Governors

The Board of Governors is invited to approve the 2014 statistical report and the recommendations made therein as set out in point 14 of this document.

Annexes:

Table 2: Number and percentage of pupils with special educational needs – development since the year 2011 up to 2014

<i>School</i>	<i>SEN / ISA pupils Nursery & Primary</i>				<i>SEN / ISA pupils Secondary</i>				<i>SEN / ISA pupils Total</i>				<i>Total pupils in the school</i>				<i>% SEN / ISA pupils</i>			
	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
Alicante	3	3	10	22	7	7	7	8	10	10	17	30	1 027	1 052	1 042	1 007	0.97	0.95	1.63	2.98
Bergen	1	1	4	4	0	1	1	2	1	2	5	6	581	556	565	552	0.17	0.36	0.88	1.09
Bruxelles I	41	37	45	45	44	50	69	86	85	87	114	131	3 131	3 040	3 083	3 278	2.71	2.86	3.70	4.00
Bruxelles II	59	68	75	80	43	61	86	65	102	129	161	145	3 176	3 144	3 078	2 958	3.21	4.10	5.23	4.90
Bruxelles III	70	68	67	68	46	48	30	46	116	116	97	114	2 919	2 892	2 870	2 906	3.97	4.01	3.38	3.92
Bruxelles IV	26	28	31	31	4	9	10	12	30	37	41	43	1 059	1 530	1 932	2 263	2.83	2.42	2.12	1.90
Culham	3	3	1	6	8	9	8	8	11	12	9	14	745	682	600	537	1.48	1.76	1.50	2.61
Francfort	7	7	7	11	6	8	11	12	13	15	18	23	1 136	1 191	1 247	1 424	1.14	1.26	1.44	1.62
Karlsruhe	16	17	22	17	21	17	20	18	37	34	42	35	934	911	925	863	3.96	3.73	4.54	4.06
Luxembourg 1	43	40	43	38	53	37	42	53	96	77	85	91	3 579	2 715	2 786	2 972	2.68	2.84	3.05	3.06
Luxembourg 2	18	16	23	41		36	48	52	18	52	71	93	957	1 965	2 101	2 243	1.88	2.65	3.38	4.15
Mol	2	2	1	1	4	1	2	2	6	3	3	3	767	744	738	723	0.78	0.40	0.41	0.41
Munich	36	37	42	29	47	55	59	60	83	92	101	89	1 990	2 063	2 183	2 237	4.17	4.46	4.63	3.98
Varese	15	15	9	17	17	21	19	21	32	36	28	38	1 366	1 384	1 397	1 422	2.34	2.60	2.00	2.67
Total	340	342	380	410	300	360	412	445	640	702	792	855	23 367	23 869	24 547	25 385	2.74	2.94	3.23	3.37

Table 3: Pupils with special educational needs by language sections – development 2011/12 – 2014/15

<i>Language section</i>	<i>Pupils with special educational needs</i>				<i>All pupils</i>				<i>% Pupils with special educational needs</i>			
	<i>2011/12</i>	<i>2012/13</i>	<i>2013/14</i>	<i>2014/15</i>	<i>2011/12</i>	<i>2012/13</i>	<i>2013/14</i>	<i>2014/15</i>	<i>2011/12</i>	<i>2012/13</i>	<i>2013/14</i>	<i>2014/15</i>
BG-bulgare/Bulgarian/Bulgarisch		0	1	1		16	20	31		0.00	5.00	3.23
CS-tchèque/Czech/Tschechisch	2	6	8	7	151	171	213	232	1.32	3.51	3.76	3.02
DA-danois/Danish/Dänisch	11	15	16	16	521	505	490	479	2.11	2.97	3.27	3.34
DE-allemand/German/Deutsch	117	121	132	137	4 072	4 149	4 201	4 306	2.87	2.92	3.14	3.18
EL-grec/Greek/Griechisch	15	16	18	24	648	665	700	683	2.31	2.41	2.57	3.51
EN-anglais/English/Englisch	194	203	207	199	5 012	4 994	5 088	5 317	3.87	4.06	4.07	3.74
ES-espagnol/Spanish/Spanisch	34	38	39	50	1 491	1 551	1 573	1 584	2.28	2.45	2.48	3.16
FI-finlandais/Finnish/Finnisch	25	32	36	40	563	550	537	537	4.44	5.82	6.70	7.45
FR-français/French/Französisch	125	145	185	209	5 811	6 134	6 453	6 738	2.15	2.36	2.87	3.10
HU-hongrois/Hungarian/Ungarisch	4	7	9	11	202	228	242	263	1.98	3.07	3.72	4.18
IT-italien/Italian/Italienisch	37	45	48	59	1 915	1 931	1 977	2 040	1.93	2.33	2.43	2.89
LT-lithuanien/Lithuanian/Litauisch	0	1	1	0	87	106	107	112	0.00	0.94	0.93	0.00
NL-néerlandais/Dutch/Niederländisch	50	44	52	55	1 579	1 537	1 538	1 560	3.17	2.86	3.38	3.53
PL-polonais/Polish/Polnisch	5	4	6	8	305	351	403	449	1.64	1.14	1.49	1.78
PT-portugais/Portuguese/Portugiesisch	9	11	14	14	467	457	445	469	1.93	2.41	3.15	2.99
RO-roumain/Romanian/Rumänisch			0	1			33	45			0.00	2.22
SV-suédois/Swedish/Schwedisch	12	14	20	24	543	524	527	540	2.21	2.67	3.80	4.44
Total pupils	640	702	792	855	23 367	23 869	24 547	25 385	2.74	2.94	3.23	3.37

Table 10. Cost per school and per pupil 2010-2014.

<i>School</i>	<i>Costs per a pupil with special educational needs</i>				
	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
Alicante	6 101 €	5 777 €	7 323 €	6 587 €	4 833 €
Bergen	13 447 €	15 298 €	9 172 €	5 204 €	7 931 €
Bruxelles I	8 453 €	8 144 €	6 151 €	6 848 €	6 370 €
Bruxelles II	5 818 €	6 482 €	5 505 €	4 900 €	5 899 €
Bruxelles III	4 802 €	6 671 €	5 877 €	7 120 €	7 603 €
Bruxelles IV	8 887 €	9 001 €	8 004 €	9 185 €	9 306 €
Culham	6 332 €	5 891 €	4 769 €	7 545 €	6 037 €
Frankfurt	5 864 €	6 126 €	4 113 €	2 657 €	3 051 €
Karlsruhe	5 153 €	4 519 €	4 535 €	3 920 €	5 270 €
Luxembourg I	11 408 €	8 655 €	8 437 €	6 749 €	6 873 €
Luxembourg II	10 616 €	8 747 €	4 078 €	5 521 €	5 947 €
Mol	6 825 €	4 171 €	4 056 €	9 385 €	18 998 €
Munich	5 195 €	4 297 €	4 235 €	3 954 €	4 552 €
Varese	17 996 €	12 248 €	9 831 €	11 941 €	10 466 €
Total	7 606 €	7 100 €	5 990 €	6 039 €	6 464 €

Chart 2: Share of pupils with special educational needs by school and by cycle 2014

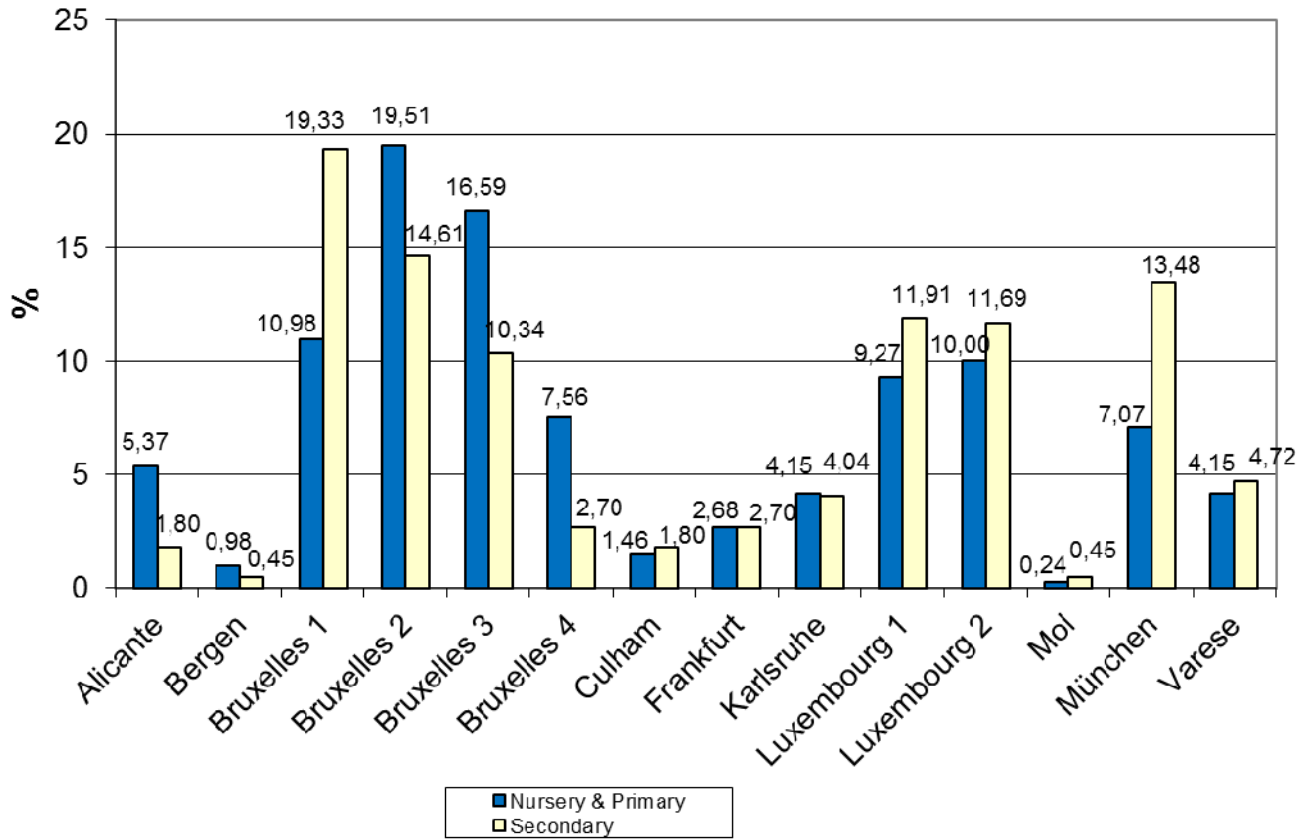


Chart 3: Percentage of pupils with special educational needs by class

Chart 3 a)

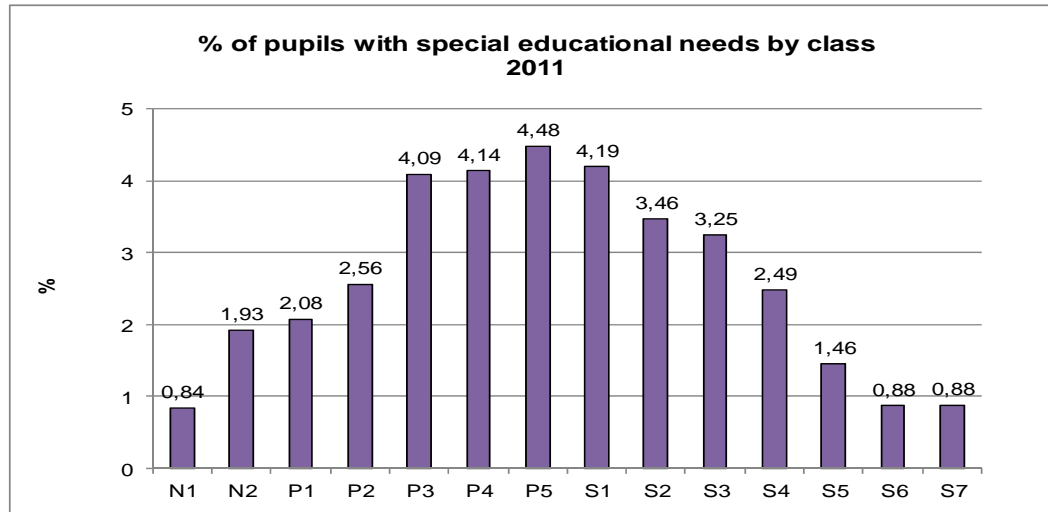


Chart 3 b)

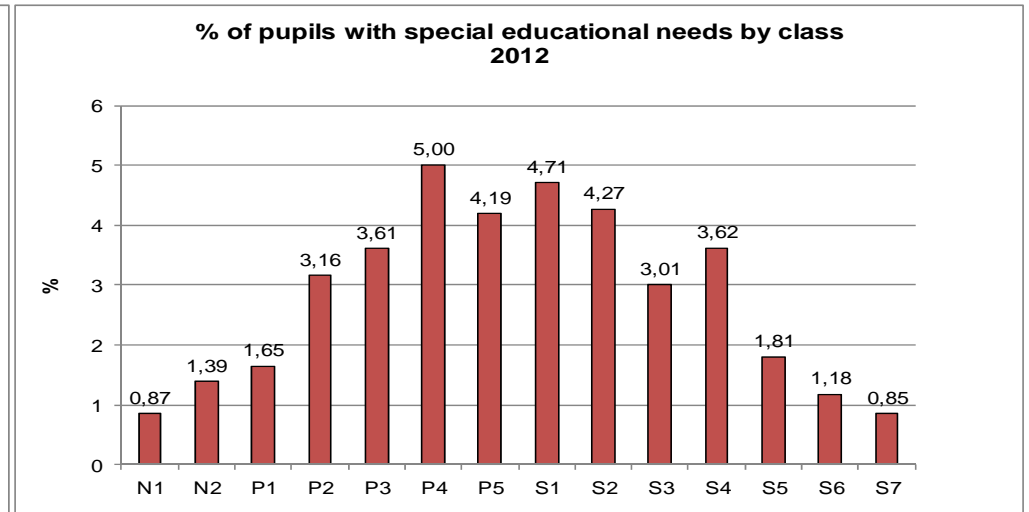


Chart 3 c)

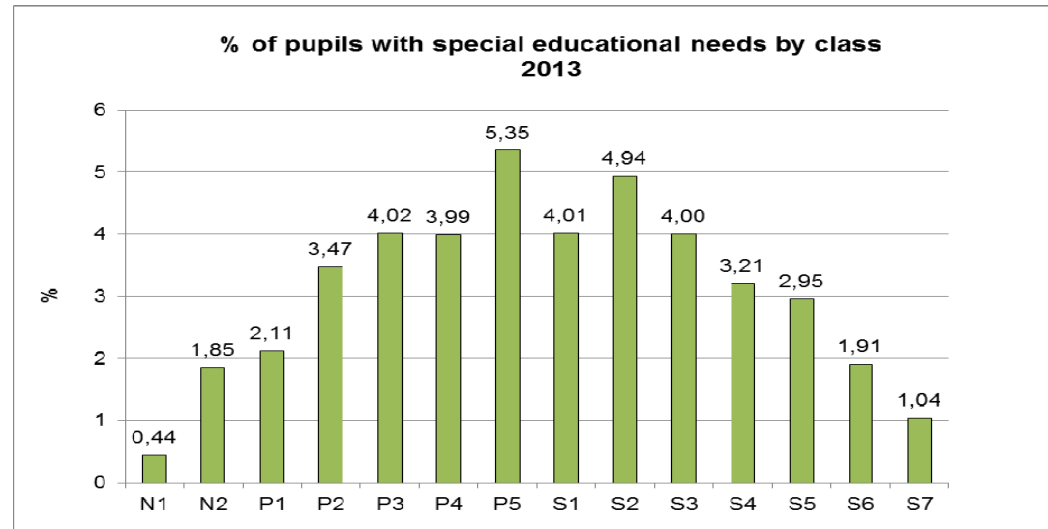


Chart 3 d)

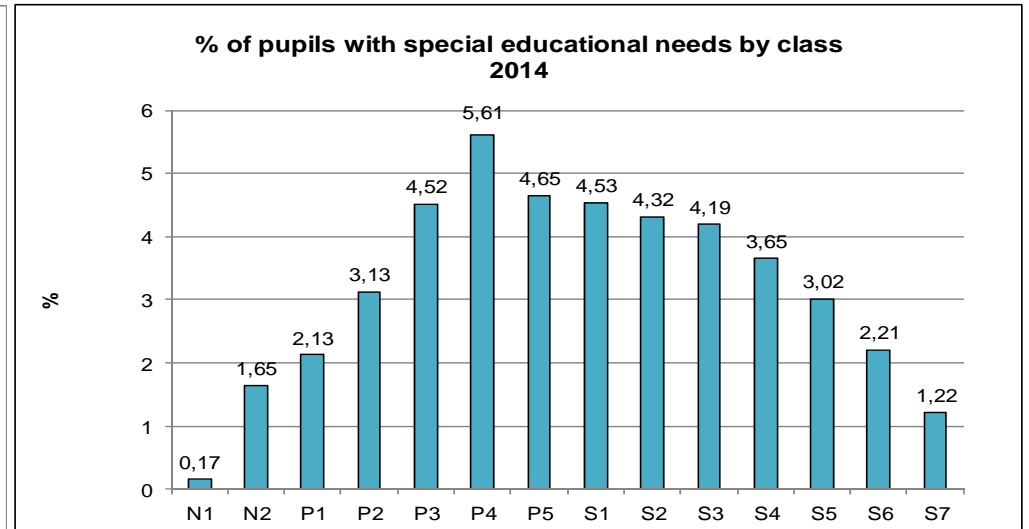
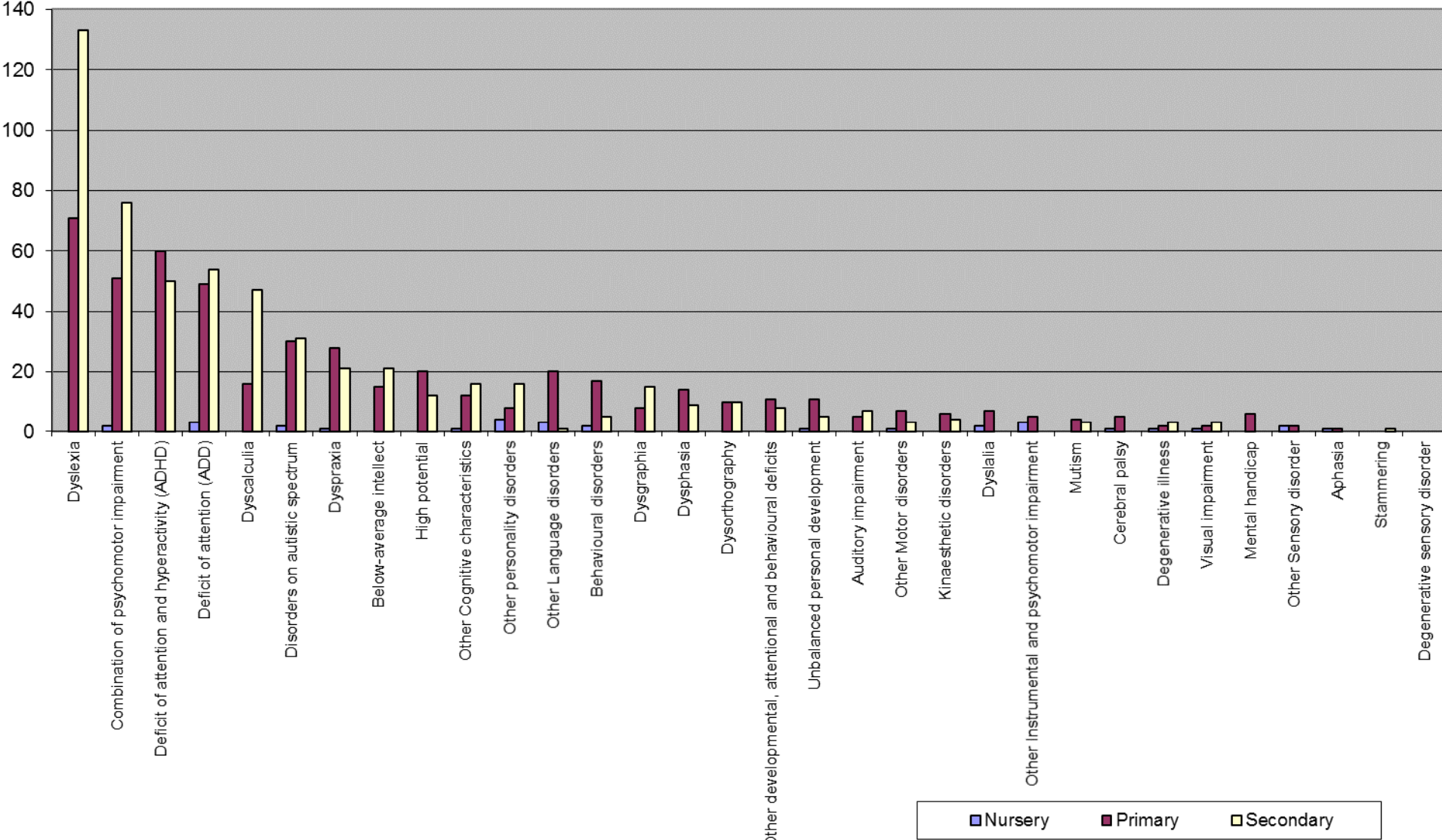


Chart 4: Frequency of diagnosis per cycle



Charts 6 and 7: Total number of ISA support (in minutes) per week offered by different professions

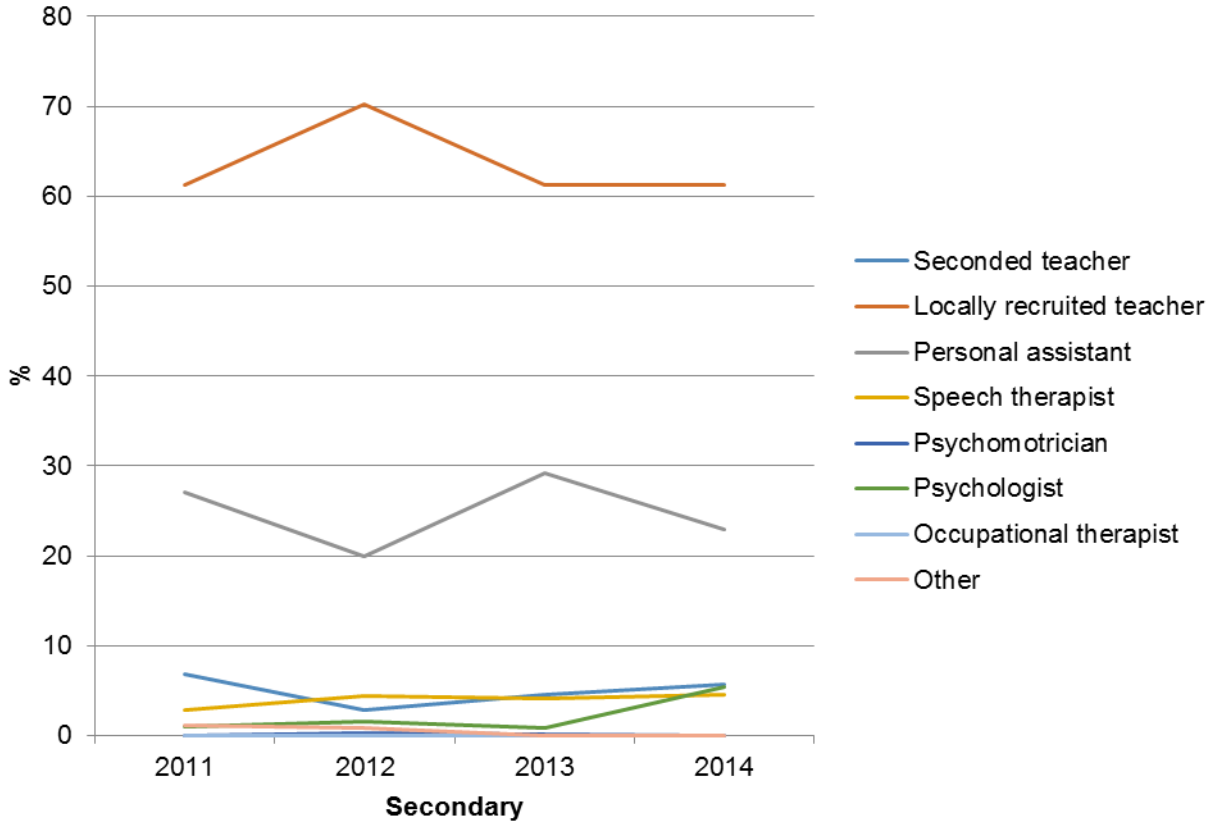
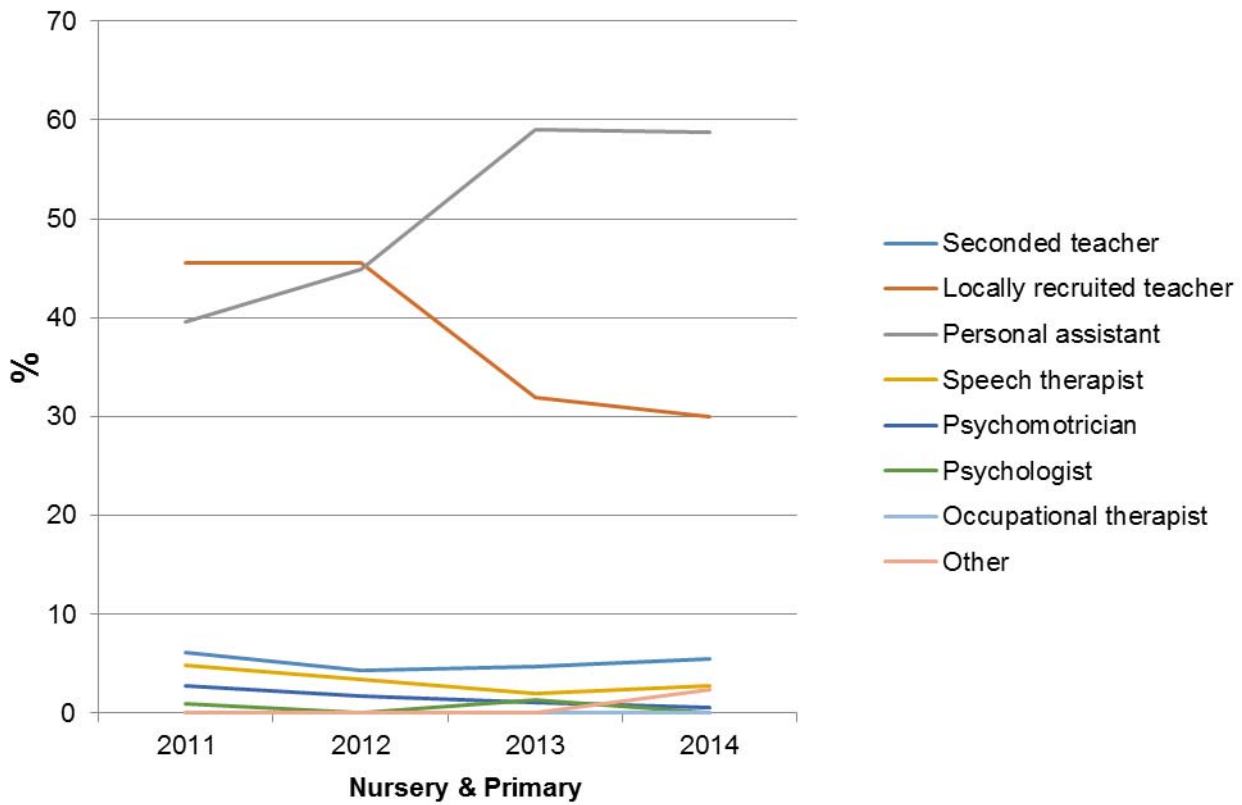


Chart 8: The use of ISA budget in the nursery cycle

