



European Schools

Office of the Secretary-General
Pedagogical Development Unit

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Statistical report on educational support and on the integration of pupils with special educational needs into the European Schools in the year 2014-2015

BOARD OF GOVERNORS

Meeting on 12, 13 and 14 April 2016 – Copenhagen

Introduction

The new Educational Support Policy came into force on 1 September 2013. The current model of statistical reporting has been used annually since 2009. The aim has been to give an overview of the provision of Educational Support in the European Schools and to be a basis for further development. The reports from 2009 to 2014 covered the support provision afforded to pupils with special educational needs. This report is the first to offer information about all types of Educational Support: General, Moderate, Intensive A and B.

In the past, the reporting period was a calendar year. From now on, the reporting period will be a school year; this report is the first one to take this approach. For this reason, the reporting period of this report partially overlaps with the previous *Statistical report on the integration of pupils with special educational needs into the European Schools in the year 2014*, ref. 2014-12-D-8-en-4.

In the 2013-2014 school year, the European Schools started using a new School Management System (SMS) for the administration of the pedagogical areas. The use of SMS enables there to be smooth data collection and may serve to develop quality assurance across the system. The use of SMS is still under development, so additional information was gathered from schools via an electronic questionnaire. The schools' data were acquired on 31 August 2015 (end of the 2014-2015 school year). Data gathered by the schools were compiled by the OSGES and analysed by the Educational Support inspectors. The analysis and the draft report were discussed by the Educational Support Policy Group at its meeting of 12 January 2016.

This first joint report on Educational Support includes some basic information about General, Moderate and Intensive Support B. Intensive Support A (ISA) is reported using a similar structure and the same format of tables and charts as in the previous reports.

Under the current Policy, support is organised in order to meet pupils' needs and can be offered individually or in groups, for a short or long period. Any one pupil may receive several different types of support at the same time.

The report refrains from interpreting the data. As a result of the changes in the Educational Support Policy, data collection and structure of reporting, this report includes only a few comparisons with the previous years. For the same reason, no conclusions or recommendations are included: this report should be seen as an initial benchmark for future ones.

1. Overview of the Educational Support provided in the European Schools in the 2014-2015 school year

The total number of pupils in the European Schools is increasing year on year. There were 23 869 pupils in November 2012 and 25 402 in August 2015, which is a 6.4% increase.

More than the equivalent of one third (32.2%) of the total pupil population of the ES receives some form of Educational Support, in addition to normal classroom differentiation.

Table 1: Equivalent percentage of pupils enrolled on an Educational Support course (total number of pupils in the school 2014–2015)

	<i>General</i>	<i>Moderate</i>	<i>Intensive B</i>	<i>Intensive A</i>	<i>All</i>
Alicante	20.28%	6.73%	0.10%	2.18%	29.28%
Bergen	9.91%	7.43%	0.00%	1.06%	18.41%
Brussels I	18.55%	4.89%	0.55%	3.15%	27.13%
Brussels II	9.95%	14.90%	0.03%	4.99%	29.87%
Brussels III	10.03%	11.48%	4.39%	4.46%	30.36%
Brussels IV	19.86%	6.69%	1.67%	1.81%	30.03%
Culham	27.34%	1.87%	0.00%	2.62%	31.84%
Frankfurt	22.92%	11.42%	4.06%	1.61%	40.01%
Karlsruhe	25.32%	15.69%	0.80%	4.01%	45.82%
Luxembourg I	8.54%	2.46%	9.22%	3.94%	24.15%
Luxembourg II	29.90%	0.93%	0.00%	4.18%	35.01%
Mol	48.83%	15.96%	0.28%	0.41%	65.47%
Munich	28.26%	5.88%	2.17%	4.11%	40.42%
Varese	17.74%	9.37%	0.14%	3.36%	30.62%
AVERAGE	21.24%	8.26%	1.67%	2.99%	34.17%

In the majority of the schools, the most common form of support is *general support*, averaging 21.24%. The equivalent percentage of the population receiving *general support* in different schools ranges between 8.5% and almost 49%. *General support* is provided more often in the secondary cycle (37.3%) than in the nursery/primary cycle (20.8%).

The equivalent percentage of pupils receiving *moderate support* is 8.26%. *Moderate support* is provided more often in the nursery/primary cycle (14.0%) than in the secondary cycle (10.2%).

Since the year 2012, the actual number of the pupils receiving Intensive Support A (ISA) has increased from 702 to 874 pupils which is equivalent to 3.4% of the ES' total pupil population (25 402 pupils). While the increase in the total number of pupils since the year 2012 is 6.4%, the increase in the number of pupils with special educational needs and receiving support in the same period is 24.5%. From November 2014 to August 2015, the increase in pupils receiving this form of support was very modest, as was foreseeable.

Table 2: Percentage of the total population and absolute number of pupils receiving Intensive Support A in the European Schools

<i>November/2012</i>	<i>November/2013</i>	<i>November/2014</i>	<i>August/2015</i>
2.94%	3.23%	3.37%	3.44%
N=702	N=792	N=855	N=874

Table 3: Number and percentage of pupils receiving ISA – Pattern of development from the year 2012 to August 2015

School	SEN/ISA pupils Nursery & Primary				SEN/ISA pupils Secondary				Total number of Pupils				% SEN/ISA Pupils			
	2012	2013	2014	08/2015	2012	2013	2014	08/2015	2012	2013	2014	08/2015	2012	2013	2014	08/2015
Alicante	3	10	22	5	7	7	8	17	1052	1042	1007	1011	0.95	1.63	2.98	2.18
Bergen	1	4	4	4	1	1	2	2	556	565	552	565	0.36	0.88	1.09	1.06
Brussels I	37	45	45	55	50	69	86	48	3040	3083	3278	3273	2.86	3.70	4.00	3.15
Brussels II	68	75	80	89	61	86	65	58	3144	3078	2958	2946	4.10	5.23	4.90	4.99
Brussels III	68	67	68	83	48	30	46	46	2892	2870	2906	2892	4.01	3.38	3.92	4.46
Brussels IV	28	31	31	30	9	10	12	11	1530	1932	2263	2271	2.42	2.12	1.90	1.81
Culham	3	1	6	7	9	8	8	7	682	600	537	534	1.76	1.50	2.61	2.62
Frankfurt	7	7	11	11	8	11	12	12	1191	1247	1424	1427	1.26	1.44	1.62	1.61
Karlsruhe	17	22	17	17	17	20	18	18	911	925	863	873	3.73	4.54	4.06	4.01
Luxembourg I	40	43	38	59	37	42	53	58	2715	2786	2972	2973	2.84	3.05	3.06	3.94
Luxembourg II	16	23	41	39	36	48	52	55	1965	2101	2243	2251	2.65	3.38	4.15	4.18
Mol	2	1	1	1	1	2	2	2	744	738	723	727	0.40	0.41	0.41	0.41
Munich	37	42	29	32	55	59	60	61	2063	2183	2237	2261	4.46	4.63	3.98	4.11
Varese	15	9	17	20	21	19	21	27	1384	1397	1422	1398	2.60	2.00	2.67	3.36
TOTAL	342	380	410	452	360	412	445	422	23869	24547	25385	25402	2.94	3.23	3.37	3.44

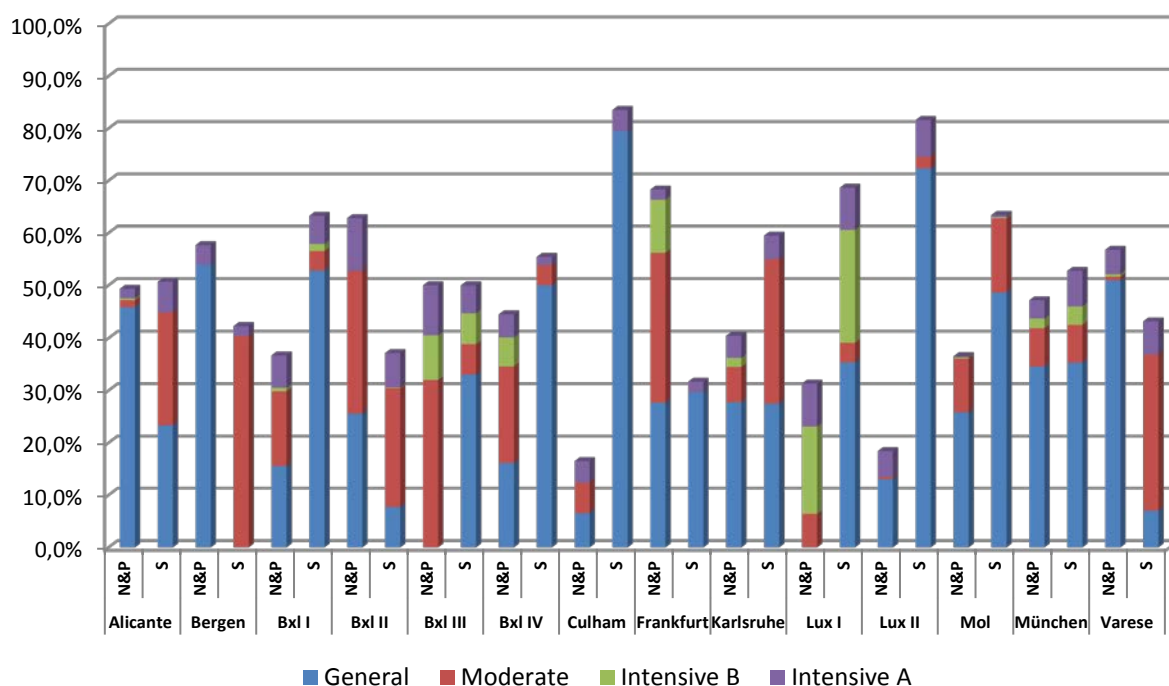
The number of pupils receiving ISA is almost 11% of all pupils enrolled on an Educational Support course. The percentage of pupils receiving ISA is slightly higher in the nursery/primary cycle than in the secondary cycle.

Intensive Support B is used quite rarely, averaging 2.3% and ranging between 0.0% and 9.2%. There is a big difference between the nursery/primary and secondary cycles in targeted groups of pupils receiving ISB: whilst in the nursery/primary, 72% of ISB is given to pupils whose dominant language does not correspond to the language of the section (SWALS), in the secondary, SWALS account for only 8% of the total number receiving ISB.

With two exceptions, all forms of Educational Support are offered in different schools. The use of *general support* and ISB varies quite considerably across the schools.

The proportion of different forms of support also varies across the schools: in six schools, the proportion of pupils enrolled on Educational Support courses is almost equal in the nursery/primary and secondary cycles. In two schools (Brussels II and Frankfurt), the number of pupils enrolled on Educational Support courses is markedly higher in the nursery/primary than in the secondary cycle. In contrast, in four schools (Brussels I, Luxembourg I, Luxembourg II and Mol), the number of pupils enrolled on Educational Support courses in the secondary cycle is much higher than in the nursery/primary cycle.

Chart 1: Distribution of different forms of support by school and by cycle

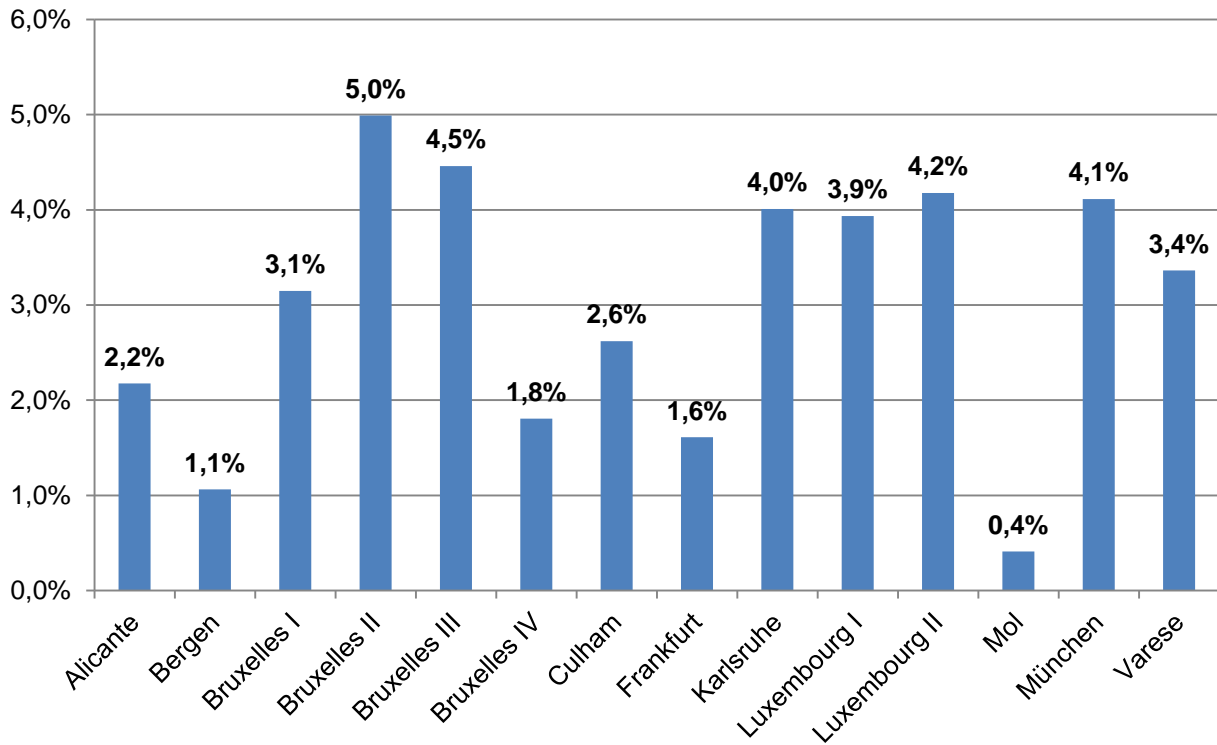


2. Pupils receiving ISA by school and by cycle

The ES, Brussels II has the highest percentage (5.0%) of pupils receiving ISA. There are five schools where the percentage of pupils receiving ISA is close to 4%. Those schools are Brussels III, Karlsruhe, Luxembourg I, Luxembourg II and Munich.

The lowest percentage of pupils receiving ISA is to be found at Mol (0.4%) and at Bergen (1.1%). Alicante, Brussels I, Brussels IV, Culham, Frankfurt and Varese are either average or below average.

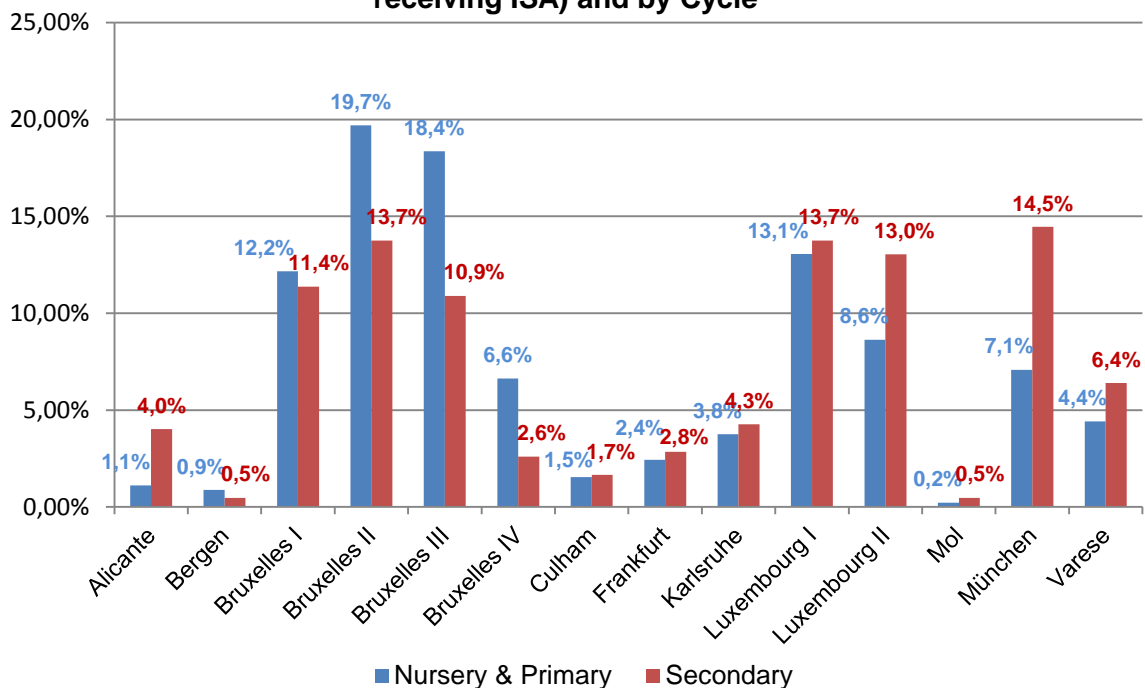
Chart 2: Pupils receiving ISA per school



The total number of pupils receiving ISA in the nursery/primary cycle is 452 (N/P 52%) and in the secondary it is 422 (48%).

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/primary cycle. However, there are three schools where the share is the opposite, namely Alicante, Luxembourg II and Munich. In those schools, the number of ISA agreements is significantly higher in the secondary cycle than in the nursery/primary cycle.

Chart 3: Share of Pupils receiving ISA by School (% of All Pupils receiving ISA) and by Cycle



3. Pupils receiving ISA by language sections

When different language sections are compared, the Finnish, Swedish and Hungarian sections clearly have more ISA agreements than average (3.44%). The Lithuanian, Polish and Romanian sections are clearly below average in that respect.

Table 4: Pupils receiving Intensive Support A by language section – Pattern of development November 2012–August 2015

	<i>Pupils receiving ISA</i>				<i>All pupils</i>				<i>% Pupils receiving ISA</i>			
	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>08/2015</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>08/2015</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>08/2015</i>
BG	0	1	1	0	16	20	31	31	0.00	5.00	3.23	0.00
CS	6	8	7	7	171	213	232	232	3.51	3.76	3.02	2.98
DA	15	16	16	13	505	490	479	479	2.97	3.27	3.34	2.74
DE	121	132	137	144	4149	4201	4306	4306	2.92	3.14	3.18	3.34
EL	16	18	24	24	665	700	683	683	2.41	2.57	3.51	3.52
EN	203	207	199	195	4 994	5 088	5 317	5 317	4.06	4.07	3.74	3.64
ES	38	39	50	45	1 551	1 573	1 584	1 584	2.45	2.48	3.16	2.85
FI	32	36	40	51	550	537	537	537	5.82	6.70	7.45	9.71
FR	145	185	209	204	6 134	6 453	6 738	6 738	2.36	2.87	3.10	3.03
HU	7	9	11	12	228	242	263	263	3.07	3.72	4.18	4.60
IT	45	48	59	65	1 931	1 977	2 040	2 040	2.33	2.43	2.89	3.20
LT	1	1	0	1	106	107	112	112	0.94	0.93	0.00	0.90
NL	44	52	55	62	1 537	1 538	1 560	1 560	2.86	3.38	3.53	3.96
PL	4	6	8	8	351	403	449	449	1.14	1.49	1.78	1.78
PT	11	14	14	15	457	445	469	469	2.41	3.15	2.99	3.18
RO		0	1	1		33	45	45		0.00	2.22	1.96
SV	14	20	24	27	524	527	540	540	2.67	3.80	4.44	4.98
TOTAL	702	792	855	874	23 869	24 547	25 385	25385	2.94	3.23	3.37	3.44

4. Percentages of pupils receiving ISA by year group

The percentage of pupils receiving ISA is lowest in the nursery classes and rises in the primary years, going down again at the end of the secondary years. The highest percentage is to be found in P4, with 5.8%.

Chart 4: Percentage of pupils receiving ISA by class November 2012 – November 2014

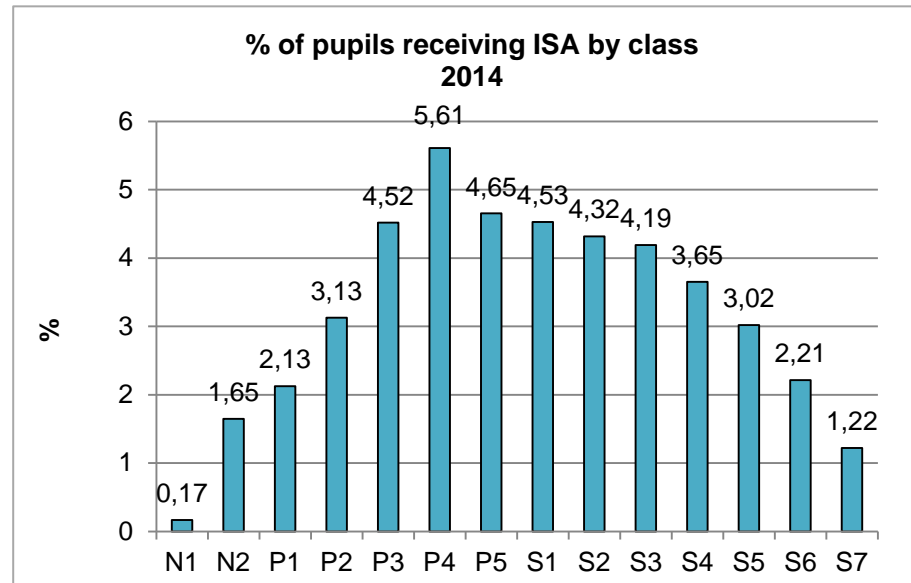
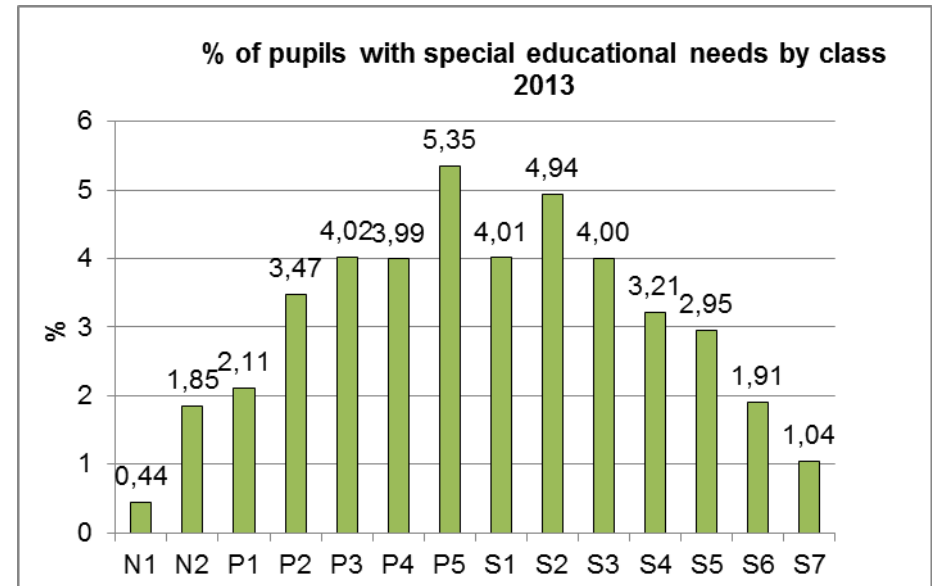
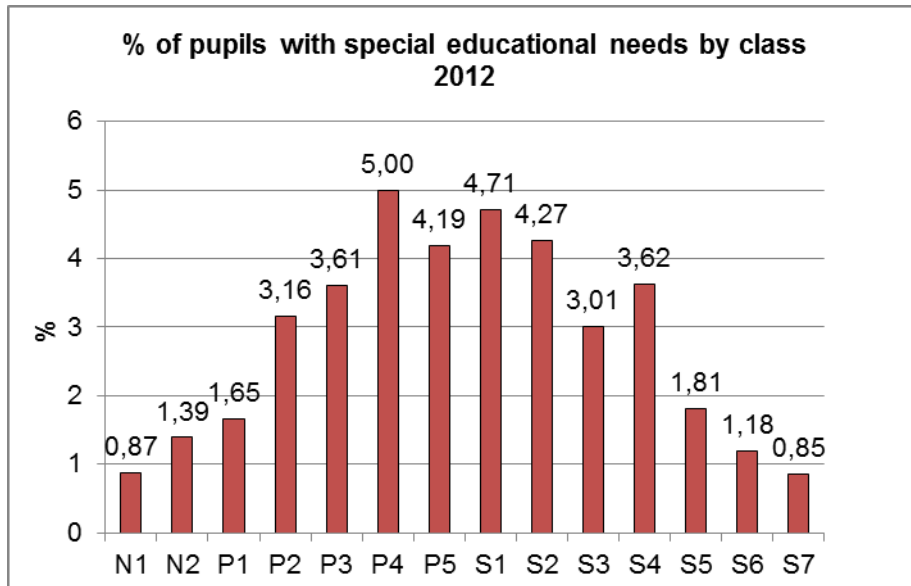
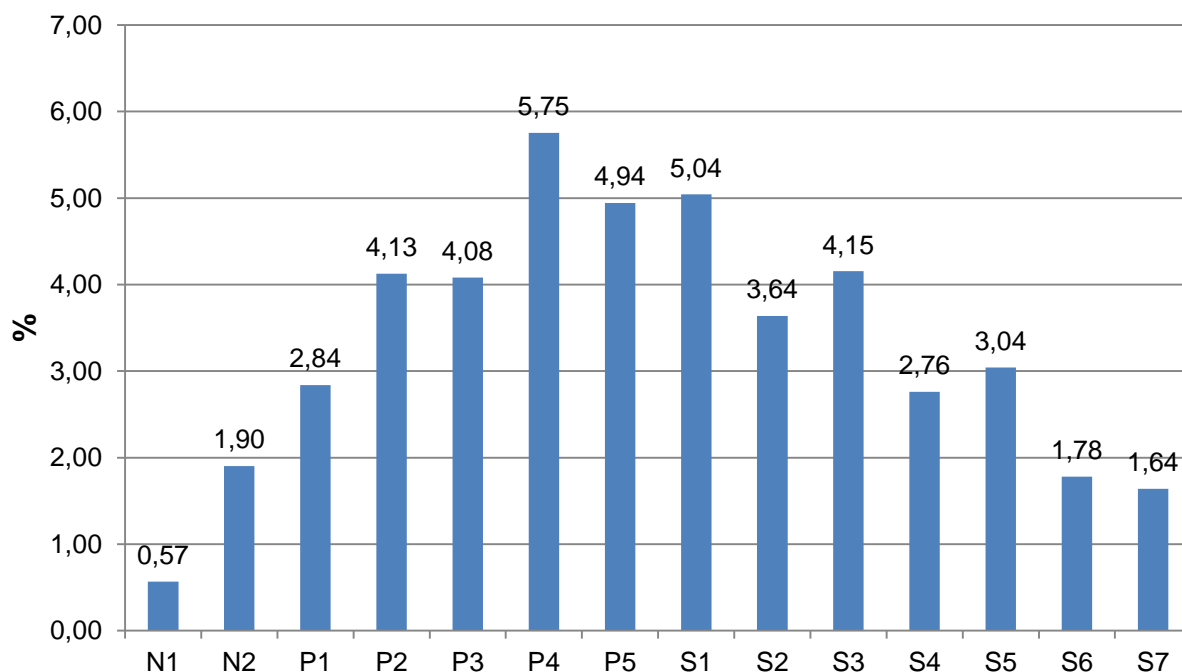


Chart 5: Percentage of pupils receiving ISA by class - August 2015



5. Diagnoses of pupils receiving Intensive Support A

There is an extremely wide range of disabilities and difficulties 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 diagnosis for seeking Educational Support.

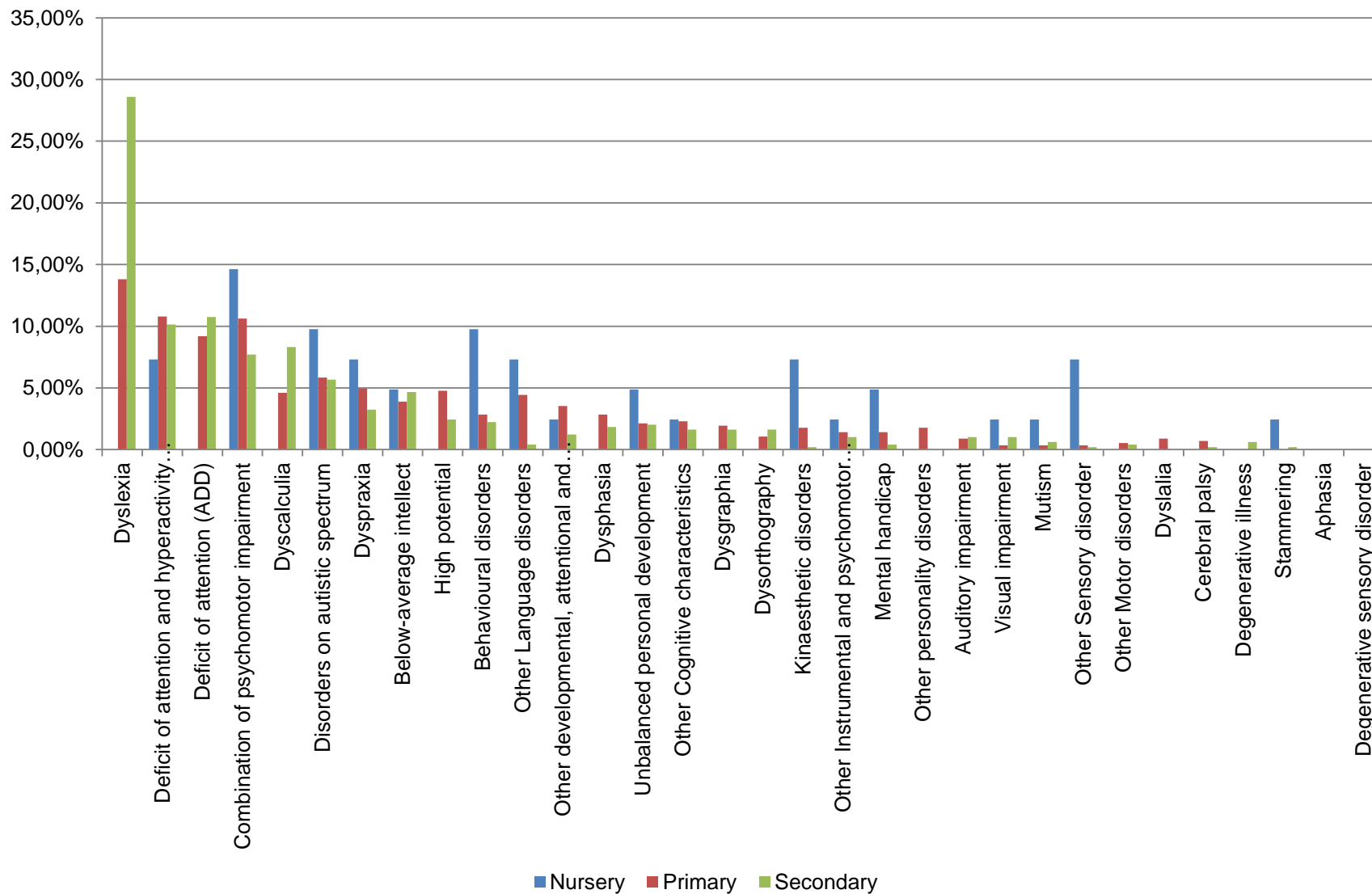
The most common diagnosis group is psychomotor impairments, even though the prevalence, 44% of all diagnoses mentioned, was down, for the second time in succession, on the previous year. Psychomotor impairments include diagnoses such as dyslexia, dyscalculia, dysorthography, dyspraxia and their combinations.

Every fourth (25%) pupil receiving ISA has a diagnosis of dyslexia. It is the most common diagnosis in both the secondary and primary cycles. In the secondary cycle, it is even more common, accounting for 64% of all dyslexia diagnoses. The other frequent diagnoses in the secondary and primary cycles have remained the same over the years; they are ADHD, ADD and combinations of different psychomotor disorders.

High potential as a reason for an ISA agreement went up from November 2014 (32 agreements) to 39 agreements. Most of the agreements are in the primary cycle (27/39). The highest numbers are at Brussels III (7) and at Karlsruhe (5).

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

Chart 6: Frequency of diagnosis per cycle (% pupils receiving ISA by cycle)



6. Intensive Support A by subject

Most ISA is provided in L1 (37.6%) and in mathematics (26.7%) in all cycles. In the secondary, 11.6% of ISA is provided in L2. ISA is provided for non-subject-related difficulties such as in *Learning to learn competence*, especially in the secondary (9.0%). Social skills are supported mainly in the nursery (12.1%) and the primary (6.0%).

The choice 'Other' was intended to cover all other reasons for support which were not specified in the questionnaire. This turned out to be a very common reason for ISA, especially in the nursery/primary cycle.

Table 5: ISA by subject

<i>Subject/ Area of support</i>	% of Pupils			
	<i>Nursery</i>	<i>Primary</i>	<i>Secondary</i>	<i>TOTAL</i>
L1	36.2%	38.4%	36.9%	37.6%
Maths	19.0%	27.2%	26.9%	26.7%
Learning to learn	6.9%	6.0%	9.0%	7.5%
L2	0.0%	2.1%	11.6%	6.6%
Social skills	12.1%	6.0%	0.3%	3.6%
Integrated Science	0.0%	0.0%	3.0%	1.4%
Physical Education	5.2%	1.8%	0.3%	1.2%
Discovery	0.0%	2.3%	0.0%	1.1%
Human Sciences	0.0%	0.0%	1.7%	0.8%
History	0.0%	1.1%	0.6%	0.8%
Geography	0.0%	1.1%	0.6%	0.8%
Biology	0.0%	0.0%	0.9%	0.4%
L3	0.0%	0.0%	0.9%	0.4%
Music	0.0%	0.9%	0.0%	0.4%
Art	0.0%	0.9%	0.0%	0.4%
Physics	0.0%	0.0%	0.7%	0.3%
Chemistry	0.0%	0.0%	0.2%	0.1%
L4	0.0%	0.0%	0.2%	0.1%
Economics	0.0%	0.0%	0.0%	0.0%
ONL	0.0%	0.0%	0.0%	0.0%
Latin	0.0%	0.0%	0.0%	0.0%
ICT	0.0%	0.0%	0.0%	0.0%
Philosophy	0.0%	0.0%	0.0%	0.0%
Ethics	0.0%	0.0%	0.0%	0.0%
Religion	0.0%	0.0%	0.0%	0.0%
Other	20.7%	12.3%	6.1%	9.7%
TOTAL	100.0%	100.0%	100.0%	100.0%

7. Benefit of Educational Support

The progress made by pupils receiving ISA can be seen in the following summary:

Table 6: Promotion/Progress by cycle

<i>Promotion/Progress (%)</i>	<i>Nursery</i>	<i>Primary</i>	<i>Secondary</i>	<i>Total %</i>
Normal promotion to the year above	77.8%	84.8%	87.1%	85.5%
The pupil accompanies his/her year group, without promotion	13.9%	12.8%	6.7%	10.1%
Repeating the year	8.3%	2.5%	6.2%	4.4%
Total	100.0%	100.0%	100.0%	100.0%

The vast majority of pupils (85.5%) were normally promoted to the year above and 10% accompanied their year group without promotion. The percentage repeating a year is 4.4%, which is slightly lower than the previous year, when the figure was 5.15%.

The percentage of pupils accompanying their year group without promotion increased slightly on the previous year.

Table 7: Pattern of development of promotion and progression of pupils (total %) 2011–2014.

<i>Promotion / Progress</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>08/2015</i>
Normal promotion to the year above	86.98%	85.65%	87.44%	85.5%
The pupil accompanies his/her year group, without promotion	7.58%	8.67%	7.41%	10.1%
Repeating the year	5.44%	5.68%	5.15%	4.4%

8. Termination of ISA agreements in the year 2014

For 142 pupils out of the total of 874, the agreement was terminated. Most of the terminations of ISA agreements were in the secondary cycle (88 pupils, or 62%).

In the case of 43% of the 142 terminated agreements, the ISA was either no longer needed or ISA was replaced by another form of support or internal differentiation in the classroom. This is 4% less than in the previous year. In the case of 32% of terminated agreements, the pupil moved to a more appropriate school, mostly secondary pupils. This is 8% more than in the previous year and more common in the secondary cycle than in the nursery and primary cycle.

In 10 cases of terminated agreements, the school declared itself unable to meet the child's needs. In relation to the total number of ISA agreements (874), it is 1.1% and in relation to the total number of all European School pupils (25 402), the percentage this year is 0.04% (the % is the same as in the previous year).

9. Staff working in ISA

The number of teachers in the schools working in the field of ISA increased further, up from 319 to 347 teachers (8.8%). Most of the support teachers work in the secondary cycle, numbering 207. In the nursery/primary cycle, 140 teachers work in the field of Educational Support, which is 12% more than a year ago.

The share of seconded and locally recruited teachers providing ISA remained the same compared with November 2014. Teachers comprise 76% of all staff working in ISA, a figure which has remained the same.

Personal assistants account for 21% of the staff providing ISA. The share of assistants as a proportion of all support staff increased by 2%. The vast majority of assistants work in the nursery/primary cycle.

The number of speech therapists, psychomotor therapists and occupational therapists who still have a contract as teachers is declining, now standing at 2.4% of the staff providing Educational Support, whereas the figure last year was 3.5%. 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.

Table 8: Staff working in the field of ISA, by cycle August 2015 (November 2014)

<i>Staff providing ISA (Number of persons per cycle)</i>	<i>Nursery & Primary</i>		<i>Secondary</i>		<i>N&P + S</i>	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>
Locally recruited teacher	117 (103)	52.2% (50.5)	156 (150)	67.2% (68.2)	273 (253)	59.9% (59.7)
Personal assistant	79 (68)	35.3% (33.3)	17 (12)	7.3% (5.5)	96 (80)	21.1% (18.9)
Seconded teacher	23 (22)	10.3% (10.8)	51 (44)	22.0% (20.0)	74 (66)	16.2% (15.6)
Speech therapist	4 (5)	1.8% (2.5)	5 (7)	2.2% (3.2)	9 (12)	2.0% (2.8)
Psychologist	0 (1)	0.0% (0.5)	2 (69)	0.9% (2.7)	2 (7)	0.4% (1.7)
Psychomotor therapist	1 (3)	0.4% (1.5)	0 (0)	0.0% (0.0)	1 (3)	0.2% (0.7)
Occupational therapist	0 (0)	0.0% (0)	1(0)	0.4% (0)	1 (0)	0.2% (0.0)
Other	0 (2)	0.0% (1.0)	0 (1)	0.0% (0.5)	0 (3)	0.0% (0.7)
	224 (240)	100.0% (100.0)	232 (220)	100.0% (100.0)	456 (424)	100.0% (100.0)

10. Time used for Intensive Support A

The total amount of ISA time per week is 177 045 minutes. This is 6.7% more than a year ago. The amount of ISA does not distinguish between support given to groups or to individuals.

Table 9: Pattern of development of ISA time and number of pupils receiving ISA agreements 2011-2015

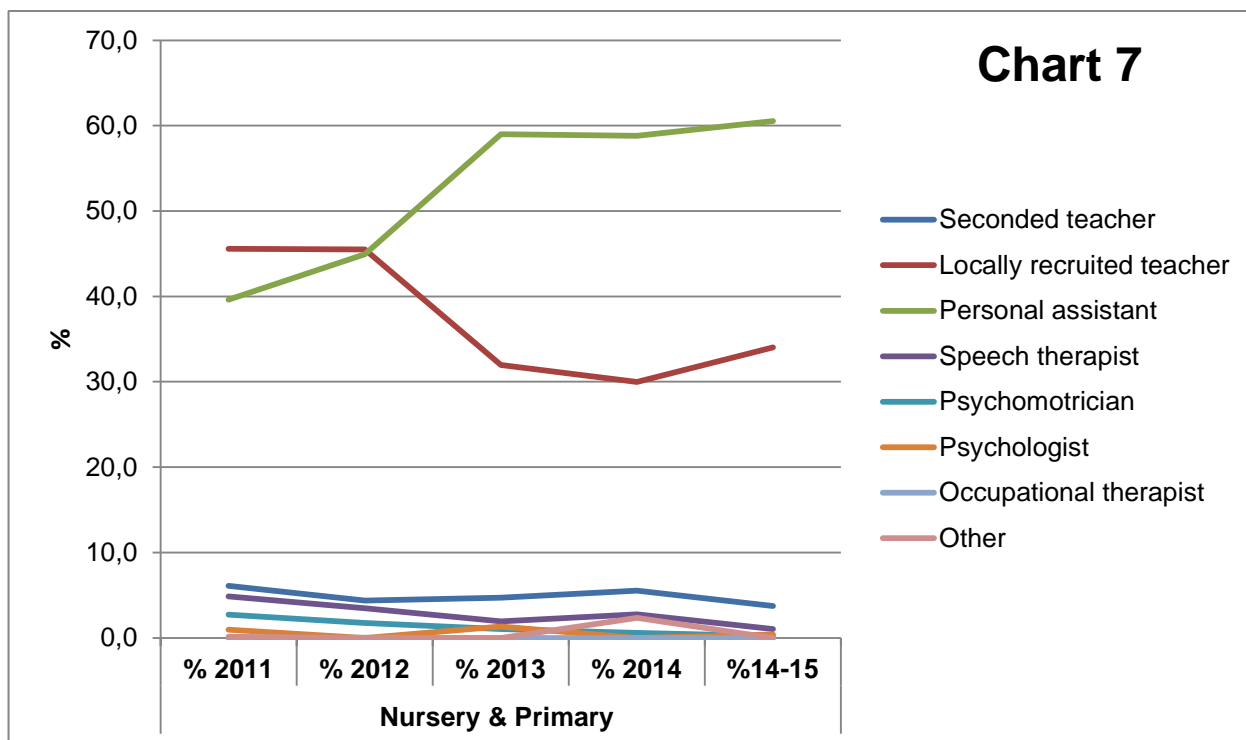
<i>School year</i>	<i>Support minutes</i>	<i>Increase on the previous year</i>	<i>Number of pupils receiving ISA</i>	<i>Increase in pupils receiving ISA</i>
2011	106 622	19.5%	640	3.4%
2012	119 807	12%	702	9.7%
2013	152 635	27%	792	12.8%
2014	166 056	9%	855	8%
2015	177 045	6.7%	874	2.2%

Most ISA time, namely 74%, was provided in the nursery and primary cycle, whereas in the year 2014, it was 69%.

ISA provided by seconded teachers increased again in the secondary cycle. ISA provided by locally recruited teachers increased by 4% on the previous year. ISA provided by personal assistants increased slightly in the primary and decreased by 10% in the secondary. The assistants' role in the nursery and primary cycle is more significant than in the secondary cycle.

The time allocated to therapists decreased to only 1.7% of the total amount of support.

Charts 7 and 8: Total amount of ISA (in minutes) per week offered by different professions



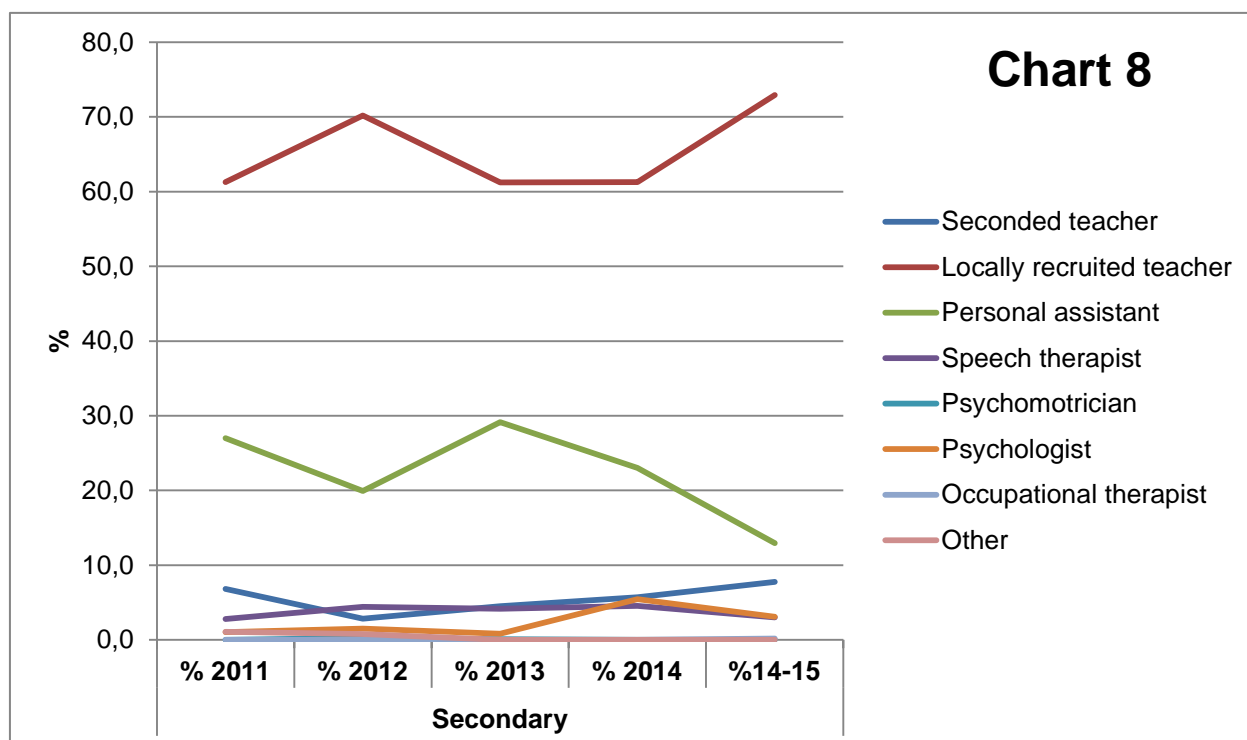


Table 10: ISA time by cycle

<i>ISA Support minutes per week</i>	<i>Nursery & Primary</i>		<i>Secondary</i>		<i>Total</i>	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>
Personal assistant	79 998	60.5%	5 825	13.0%	85 823	48.5%
Locally recruited teacher	44 990	34.0%	32 747	72.9%	77 737	43.9%
Seconded teacher	4 935	3.7%	3 495	7.8%	8 430	4.8%
Speech therapist	1 380	1.0%	1 350	3.0%	2 730	1.5%
Psychologist	540	0.4%	1 395	3.1%	1 935	1.1%
Psychomotor therapist	300	0.2%	0	0.0%	300	0.2%
Occupational therapist	0	0.0%	90	0.2%	90	0.1%
Other	0	0.0%	0	0.0%	0	0.0%
	132 143	100.0%	44 902	100.0%	177 045	100.0%

Most of the ISA provided was in the category *less than 180 minutes per week*, as has been the case for the last four years.

The amount of ISA between *181-360 minutes per week* increased from 9% in the year 2014 to 12.2% at the end of the 2014-2015 school year. The amount of Intensive Support (>600 minutes) decreased slightly.

Table 11: Amount of ISA by cycle

Number of Pupils receiving ISA who get support	Nursery		Primary		Secondary		N+P+S	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
0-180 minutes/week	15	1.80	281	33.73	348	41.78	644	77.31
181-360 minutes/week	11	1.32	71	8.52	20	2.40	102	12.24
361-600 minutes/week	0	0.00	22	2.64	10	1.20	32	3.84
>600 minutes/week	10	1.20	38	4.56	7	0.84	55	6.60
	36	4.32	412	49.46	385	46.22	833	100.00

11. Use of the ISA budget

The Educational Support budget was used mostly to pay the teachers' salaries, which account for 73.5%. The percentage of the budget used to pay assistants' salaries was 25.4%. The budget used for pedagogical material, including ICT for Educational Support purposes, was 1.1%.

In general, most of the budget in the secondary cycle is used for ISA teaching, while in the nursery/primary cycles, the budget is used in more varied ways.

Nevertheless, there is a difference in use of the Educational Support budget between the schools and between the cycles.

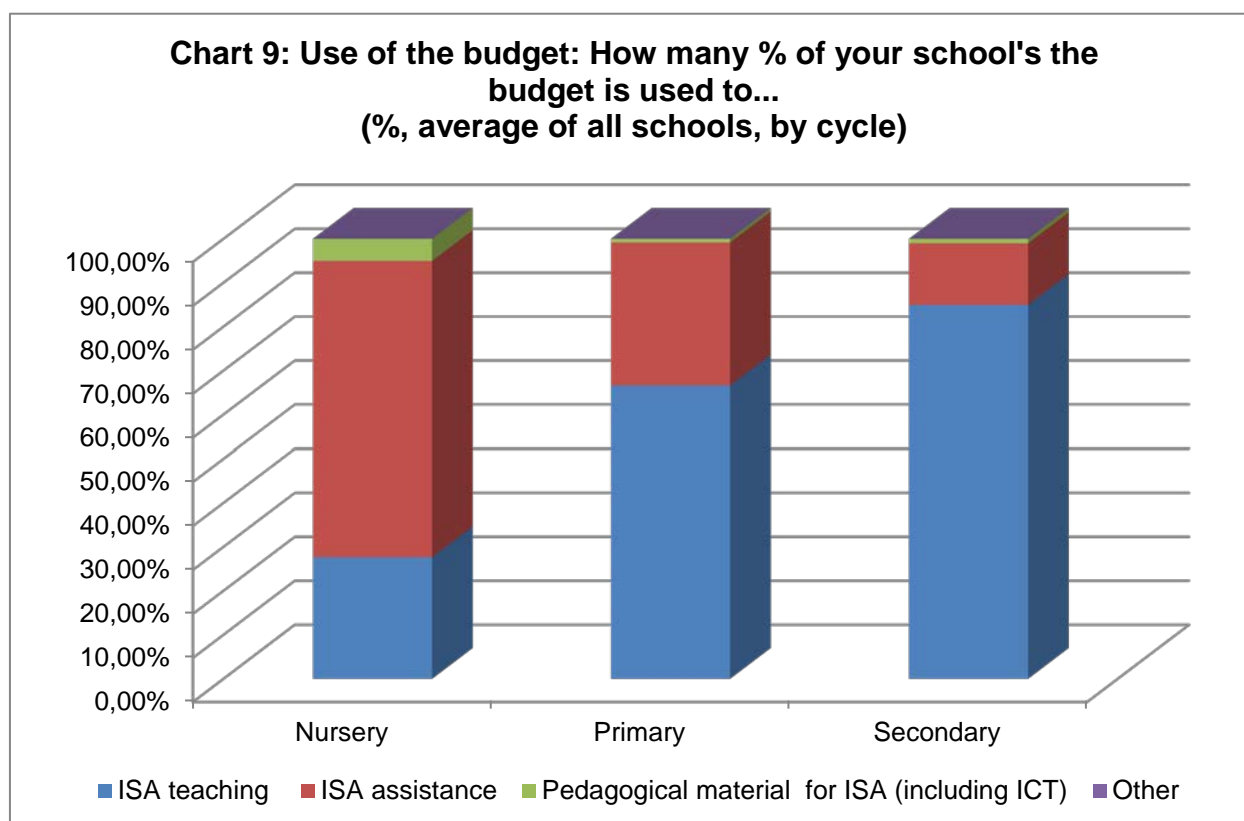


Table 12: Use of the budget by cycle

<i>Average of all schools</i>	<i>Nursery</i>	<i>Primary</i>	<i>Secondary</i>	<i>N+P+S</i>
ISA teaching	1.14%	32.90%	39.49%	73.53%
ISA assistance	2.77%	16.09%	6.52%	25.39%
Pedagogical material and equipment for ISA (including ICT)	0.21%	0.41%	0.47%	1.08%
Other	0.00%	0.00%	0.00%	0.00%
Total	4.12%	49.40%	46.48%	100.00%

12. Costs per pupil

The budget was calculated to match the 2014-2015 school year (4/12 months are from the 2014 budget and 8/12 months from the 2015 budget). It includes the costs of general, moderate, ISB and ISA support.

The total number of ES pupils enrolled on general support courses is 4 754, moderate support 1967, ISA 874 and ISB 577. The equivalent number of pupils enrolled on an Educational Support course in a school ranges between 18% and 65%.

The total cost of all forms of Educational Support in the 2014-2015 school year was €9 232 142.67. The average cost per pupil enrolled on an Educational Support course was €1 130, while the average in relation to the total population is €363. In most of the schools, the costs per pupil enrolled on an Educational Support course are comparable, only in two schools are the costs significantly lower than in the others (€362.11 and €426.19). In two schools, the costs exceeded €1 400.

Table 13: Costs per school and per pupil in the 2014-2015 school year

A	B	C	D	E	F	G	H	I
<i>School</i>	<i>Budget*</i>	<i>Number of pupils (total population)</i>	<i>Number of pupils receiving General Sup.</i>	<i>Number of pupils receiving Moderate Sup.</i>	<i>Number of pupils receiving Intens. Sup. B</i>	<i>Number of pupils receiving Intens. Sup. A</i>	<i>Total pupils receiving support (Sum D to G)</i>	<i>Budget per pupil (B/H)</i>
Alicante	€ 362 490.33	1 011	205	68	1	22	296	€ 1 224.63
Bergen	€ 116 624.00	565	56	42	0	6	104	€ 1 121.38
Brussels I	€ 1 231 665.67	3 273	607	160	18	103	888	€ 1 387.01
Brussels II	€ 1 242 898.67	2 946	293	439	1	147	880	€ 1 412.38
Brussels III	€ 1 174 614.00	2 892	290	332	127	129	878	€ 1 337.83
Brussels IV	€ 796 616.00	2 271	451	152	38	41	682	€ 1 168.06
Culham	€ 166 787.67	534	135	0	0	14	149	€ 1 119.38
Frankfurt	€ 206 766.33	1 427	327	163	58	23	571	€ 362.11
Karlsruhe	€ 400 730.00	873	221	137	7	35	400	€ 1 001.83
Luxembourg I	€ 1 056 868.33	2 973	254	73	274	117	718	€ 1 471.96
Luxembourg II	€ 905 231.67	2 251	673	21	0	94	788	€ 1 148.77
Mol	€ 202 864.33	727	355	116	2	3	476	€ 426.19
Munich	€ 832 903.67	2 261	639	133	49	93	914	€ 911.27
Varese	€ 535 082.00	1 398	248	131	2	47	428	€ 1 250.19
TOTAL	€ 9 232 142.67	25 402	4 754	1 967	577	874	8 172	€ 1 129.73

* The budget presented here is calculated to match the 2014-2015 school year: 4/12 come from the 2014 budget and 8/12 from the 2015 budget

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

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

The Joint Teaching Committee is also invited to give its opinion on the report.

The report will subsequently be submitted for information to the Budgetary Committee and to the Board of Governors for final approval.

14. Joint Board of Inspectors and Joint Teaching Committee

The Joint Board of Inspectors expressed a favourable opinion. The document would be presented to the Joint Teaching Committee to give its opinion on the report.

The Joint Teaching Committee expressed a favourable opinion on the report. Several recommendations for improvements were proposed and would be considered where possible in the future reports. INTERPARENTS would provide information about minor inaccuracies in the report by writing to the inspectors.

15. Proposal for the Budgetary Committee

The Budgetary Committee is invited to give its opinion on the report.

16. Budgetary Committee

The Budgetary Committee was informed of this report.

17. Proposal for the Board of Governors

The Board of Governors is invited to approve this statistical report on educational support and the integration of pupils with special educational needs into the European Schools for the year 2014-2015.