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Statistics on the integration of SEN pupils into the European Schools

Budgetary Committee

Meeting in Brussels on 15 and 16 March 2011 – Room -1/15

Introduction

This report was written on the basis of data gathered from the schools by means of an electronic questionnaire. The date of acquisition of the school data was 15 December. The data gathered by the schools were compiled by the OSG. The financial data were prepared by the OSG. On the basis of their analysis, the statistical report was produced by the SEN inspectors. Although some of the questions have been changed, the basic elements of the report have been retained, so that the data from the different annual reports remain comparable. This allows the pattern of development over several years to be tracked.

The report refrains from interpretation, apart from the final chapter, which contains the conclusions to be drawn in the opinion of the SEN Policy Group.

1. Number of SEN pupils in the ES

The total number of pupils in the European Schools has increased year on year, up from 21,649 (2008/09) to 22,788 (2010/11). At the same time the number of SEN pupils has increased from 461 (2008) to 619 pupils in (2010). The total proportion of SEN pupils has reached 2.72%.¹

Percentage and number of SEN pupils in ES:

2007/2008	2008/2009	2009/2010	2010/2011
1.96%	2.20%	2.57%	2.72%
No = 411	No = 477	No = 574	No = 619

The number of new SEN agreements in the 2010/11 school year was 126, while in the 2009/10 school year it was 207.

(Annex, table 1).

2. SEN pupils by school and by teaching level

Brussels III has the highest proportion (4.6%) of SEN pupils compared with the total number of pupils in the school and this is above average. In the other large schools, Brussels I, Brussels II and Luxembourg I, the number of SEN pupils is near the average. There are more than 3% of SEN pupils at Munich (3.8%), Brussels IV (3.3%) and Karlsruhe (3.3%). The lowest numbers of SEN pupils are at Bergen (0.3%) and Mol (0.5%). There is no regularity in numbers of pupils in large and small schools, either in the schools in Brussels and or outside Brussels.

The total number of SEN pupils in the nursery and primary (329 pupils) is still higher than in the secondary (290 pupils). Nevertheless, while the increase in SEN pupils in the nursery and primary was only 2.5% from 2009/10 to 2010/11, in the secondary it was 14.6%. The highest growth rate of SEN pupils in the secondary cycle was at Brussels I (15 new SEN pupils) and at Luxembourg I (13 new SEN pupils).

(Annex, table 1; charts 1, 2 and 3)

¹ According to the Country Data of the European Agency for Development in Special Needs 2010, the average percentage of SEN pupils in 26 European countries is 5.87%.

3. Analysis by language sections

If different language sections are compared, the Anglophone, Dutch, Finnish and Danish sections have more SEN pupils than the average. The German, Polish, Swedish, Czech, Spanish, Portuguese and Greek sections are close to the average (between 2% and 3%) and the other sections are below the average.

The largest increase in SEN pupils is reported in the Greek, Danish and German sections; the number of SEN pupils has decreased in the Portuguese and Dutch sections. In the case of small sections, the data are not statistically reliable, taking into account the low number of pupils in these sections.

(Annex, table 2)

4. SEN pupils by category

Most of the SEN pupils are in category I. The proportion of SEN pupils in category III is lowest in the nursery classes (0.2%), rises in the primary (4.4%) and is highest in the secondary (8.6%). In total, the proportion of category III pupils is 13.2%, while their representation in the whole European School population is 21.9%. The result corresponds with the existing policy when a pupil who is identified as having special educational needs only after admission to the school is treated in the same way as pupils in other categories.

(Annex, chart 4)

	SEN pupils in Nursery %	SEN pupils in Primary %	SEN pupils in Secondary %	Proportion of SEN pupils by category in ES %	Proportion of all pupils by category in ES %
Cat I	5.3	40.1	34.1	79.5	72.9
Cat II	0.2	3.1	4.2	7.5	5.2
Cat III	0,2	4,4	8,6	13.2	21.9
Total	5.7	47.6	46.9	100	100

5. Number of SEN pupils by class

The number of SEN pupils is lowest in the nursery classes and rises in the primary years. A clear decrease is seen during the secondary years, especially after S2. There may be several explanations for this; SEN pupils might catch up in their studies and no longer need SEN support, they can choose subjects which match their abilities better or they might leave the school and continue their studies in another school.

(Annex, chart 5)

6. Diagnosis of SEN pupils

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

The most common diagnosis group is *Instrumental and psychomotor impairment* (64.7% of SEN pupils). It includes diagnoses such as dyslexia, dyscalculia, dysorthography, dystrophy and attention and concentration deficit. More than every third SEN pupil is diagnosed as dyslexic and every third pupil is diagnosed as suffering from ADHD. More than 10% of SEN pupils had other kind of language problems (dysphasia, aphasia, mutism, etc.). The variety of other diagnoses is also wide, even though the number of cases is not so high.

(Annex table 4 and charts 6)

7. Benefit of SEN support

a) Assessment of the progress made through the SEN programme

The progress of SEN pupils can be seen in the following summary:

Promotion/ Progress	Nur s N	Pr N	Sec N	Nur s %	Pr %	Sec %	Tota l %
Normal promotion to the year above	17	216	249	54.8	74. 2	86. 2	78.9
Progress, the pupil remains in his/her age group without being promoted with adapted curriculum	6	63	29	19.3	21. 6	10. 0	16.0
Certain progress, repeating the year	7	11	11	22.6	3.8	3.8	4.8
No progress	1	1	0	3.2	0.3	0	0.3
Total	31	291	289	100	100	100	100

More than two thirds of SEN pupils were promoted to the year above normally and 16% progressed and remained with their year group with an adapted curriculum. In the secondary most of the pupils are promoted, whereas in the nursery, pupils typically stay with the same level for a further year.

b) Evaluation of the performance of SEN pupils

In the questionnaire the benefit was measured by asking whether all SEN pupils achieved all the goals set in the SEN agreement fully, most of them or only a few of them. The support could be seen as beneficial when the pupil progressed or was even promoted to the year above.

In the case of 490 pupils out of the total number of 619, the schools were able to evaluate achievement of the goals:

Achievement of the goals	Nurs N	Prim N	Sec N	Nurs %	Prim %	Sec %	Total %
Fully	3	65	110	10.7	25.9	52.1	36.3
Most of the goals	10	110	78	35.7	43.8	37.0	40.4
Only a few	15	76	23	53.6	30.3	10.9	23.3
Total	28	251	211	100	100	100	100

The goals of the SEN agreement were best achieved in the secondary. In the primary the highest number of SEN pupils achieved most of the goals but in the nursery more than half of SEN pupils achieved only a few goals.

8. Termination of SEN agreements in the year 2010

Reason for termination	Nursery N	Primary N	Secondary N	Total N
On the advice of the SEN advisory group	0	19	15	34
Parents' decision	0	2	2	4
Leaving the school	2	16	26	44
Other	0	3	2	5
Total per cycle	2	40	45	87

A total of 87 pupils terminated the contract in the year 2010. Almost half of the terminations were on the basis of the argument '*leaving the school*'; most of these in the secondary cycle. Terminations on the basis of the SEN advisory group's advice were mostly in the primary, a total of 34 contracts.

9. Staff working in the SEN area

Most of the SEN teachers work in the secondary (154 in secondary), with 261 teachers in total in the ES system. On the other hand, most of the other staff involved in SEN provision (personal assistants, speech therapists and psychomotricians) work in the nursery/primary. Almost all of these staff members work in the large Brussels and Luxembourg Schools.

Most of the teachers working as SEN teachers were locally recruited, more than 60 % of all teachers working in the SEN area. Less than every fourth teacher working with SEN was seconded by a member state.

Seconded teachers worked with SEN pupils mostly in the nursery/primary (71%). Only every third seconded teacher worked with SEN pupils in the secondary.

Annex, chart 7.

10. SEN support time

The total amount of SEN support per week was 87,728 minutes. About two thirds of this was provided in the nursery and primary and one third in the secondary.

The number of pupils who receive support for fewer than 180 minutes per week has increased from 56.1% (last school year) to 79.1% this year. On the other hand, the number of semi-continuous contracts (between 181 and 600 minutes of support per week) decreased from 36.9% (last school year) to 16.2% this year.

Most of the SEN support is used by teachers, 66.6%. Personal assistants used 26.6% of the support time and the rest (6.7%) was shared amongst speech therapists, psychomotricians, occupational therapists and other categories of staff.

(Annex, charts 7 and 8)

11. Costs per SEN pupil

The total cost of SEN support in the financial year 2010 was €4,707,966. The average cost per pupil was €7,606 (2010), a year earlier (2009) it was €7,737.

If the schools are ranked according to cost per SEN pupil, a quite different picture emerges: the average cost at Varese was highest (€17,317 per pupil); followed by Luxembourg I (€13,378) and by Brussels I (€9,842). Alicante, which showed the second highest cost per pupil in the 2009/2010 school year (€14,606), was now below average, with €6,942 per pupil. On the other hand, the Brussels III School, which has the highest percentage of SEN pupils (4.6%), was considerably below the average (€4,802 per pupil).

(Annex, table 3)

12. Summary of the findings

The increase in the number of SEN pupils in the European Schools has slowed down compared with the year 2009. Some increase is still seen. In addition, the amount of support and, consequently the cost per pupil, decreased during the last year.

It can be concluded from the figures that the differences between the schools and sections are manifest.

The total number of SEN pupils grows during the nursery/primary years when studies become more demanding and there is a clear decrease in the number of SEN pupils during the secondary years, especially after S2.

Nearly 80% of SEN pupils are promoted normally, although it is still difficult for the schools to evaluate each pupil's progress (achievement of the goals set).

The most common diagnosis group is *Instrumental and psychomotor impairment*; more than every third SEN pupil is diagnosed as dyslexic and every third pupil is diagnosed as suffering from ADHD. Pupils' disabilities can be supported in a more effective way through better knowledge and greater understanding of difficulties.

Most of the teachers (two thirds) working as SEN teachers are locally recruited.

More than two thirds of support time is used in the nursery and primary cycle. This is in line with the general view about the benefits of support; early identification is essential for future learning and support should be given as early as possible.

Recommendations

- the statistical information should be gathered systematically on the same date from year to year to ensure comparability
- the questionnaire should be developed further, based on comparison with previous years' key data
- more harmonised implementation of the *Integration of Pupils with Special Needs into the European Schools* (2009-D-619-en-3) with the document *Multi-Annual Plan for the Implementation of the Policy of Integration of SEN Pupils into the European Schools* (2010-D-96-en-2) should be continued
- the policy of early identification and intervention should be developed further
- tools for systematic evaluation of SEN pupils' progress should be developed
- tools for evaluation of the efficiency of the policy on SEN pupils' integration into the European Schools should be developed

Opinion of the Joint Teaching Committee

At its meeting of 9, 10 and 11 February 2011, the Joint Teaching Committee scrutinised and took note of the Statistics on the integration into the European Schools of pupils with special educational needs (SEN pupils) and expressed a favourable opinion on the recommendations made by the SEN Policy Group mentioned in the document.

The Joint Teaching Committee wishes the SEN Policy Group to make an analysis of the number of pupils who return to mainstream schooling and follow a normal curriculum after their agreement is terminated. In order to refine the statistics further, the Commission also requests that the reasons why a SEN agreement is terminated be indicated more precisely.

The Joint Teaching Committee is bringing to the Budgetary Committee's attention the document on the Statistics concerning the integration into the European Schools of pupils with special educational needs (SEN pupils) for its information and recommends that the Board of Governors should endorse the recommendations made by the SEN Policy Group as set out in the document.

Annex

Table 1.

Total number of pupils by schools and the number of valid SEN agreements in years 2008/2009, 2009/2010 and 2010/2011

School	SEN pupils Nursery & Primary 2008	SEN pupils Nursery & Primary 2009	SEN pupils Nursery & Primary 2010	SEN pupils Secondary 2008	SEN pupils Secondary 2009	SEN pupils Secondary 2010	SEN pupils Total 2008	SEN pupils Total 2009	SEN pupils Total 2010	Total pupils in the school 2008	Total pupils in the school 2009	Total pupils in the school 2010	% SEN pupils 2008	% SEN pupils 2009	% SEN pupils 2010
Alicante	4	3	5	3	6	6	7	9	11	1029	1020	1037	0.68	0.88	1.06
Bergen	3	4	2	0	4	0	3	8	2	565	586	611	0.53	1.37	0.33
Brussels 1	39	41	44	27	26	41	69	67	85	3057	3112	3073	2.26	2.15	2.77
Brussels 2	46	55	53	42	32	35	88	87	88	2904	3030	3091	3.03	2.87	2.85
Brussels 3	52	66	74	41	54	59	94	120	133	2649	2811	2901	3.55	4.27	4.58
Brussels 4	10	27	25			2	10	27	27	438	594	816	2.28	4.55	3.31
Culham	4	4	3	8	7	9	12	11	12	835	835	809	1.44	1.32	1.48
Frankfurt	13	13	5	8	10	12	21	23	17	1053	1085	1076	1.99	2.12	1.58
Karlsruhe	11	11	14	14	18	17	25	29	31	979	976	948	2.55	2.97	3.27
Luxembourg 1	22	37	43	18	30	43	44	67	86	3437	3468	3460	1.28	1.93	2.49
Luxembourg 2	7	18	16			0	8	18	16	888	910	952	0.90	1.98	1.68
Mol	3	1	1	2	3	3	5	4	4	718	752	807	0.70	0.53	0.50
Munich	33	26	29	32	42	44	68	68	73	1756	1848	1905	3.87	3.68	3.83
Varese	10	15	15	9	21	19	23	36	34	1341	1304	1302	1.72	2.76	2.61
Total	257	321	329	204	253	290	477	574	619	21649	22331	22788	2.20	2.57	2.72

Table 2.
SEN Pupils by Language Section 2009/2010 and 2010/2011

Language section	SEN pupils 2009/10	SEN pupils 2010/11	All pupils 2009/10	All pupils 2010/11	%SEN section 2009/10	% SEN section 2010/11
CS-Czech	1	3	98	124	1.02	2.42
DA-Danish	17	19	567	535	3.00	3.55
DE-German	88	109	3846	3954	2.29	2.76
EL-Greek	6	14	604	619	0.99	2.26
EN-English	183	201	4903	4974	3.73	4.04
ES-Spanish	37	35	1401	1452	2.64	2.41
FI-Finnish	18	19	539	544	3.34	3.49
FR-French	98	104	5451	5586	1.80	1.86
HU-Hungarian	2	3	184	200	1.09	1.50
IT-Italian	29	31	1843	1873	1.57	1.66
LT-Lithuanian	0	0	58	72	0.00	0.00
NL-Dutch	59	49	1601	1598	3.69	3.07
PL-Polish	5	7	234	259	2.14	2.70
PT-Portuguese	17	11	494	462	3.44	2.38
SV-Swedish	14	14	508	526	2.76	2.66
Total pupils	574	619	22331	22778	2,57	2,72

Table 3.
Cost per school and per pupil 2009 and 2010

School	Total costs 2009	Number of SEN pupils School year 2009/10	Costs per a SEN pupil 2009	Total costs 2010	Number of SEN pupils 2010/11	Costs per a SEN pupil 2010
Alicante	66.799 €	9	7.422 €	67.108 €	11	6.100,73 €
Bergen	15.881 €	8	1.985 €	26.893 €	2	13.446,50 €
Bruxelles I	727.749 €	67	10.862 €	718.515 €	85	8.453,12 €
Bruxelles II	451.088 €	87	5.185 €	511.974 €	88	5.817,89 €
Bruxelles III	583.235 €	120	4.860 €	638.706 €	133	4.802,30 €
Bruxelles IV	155.888 €	27	5.774 €	239.955 €	27	8.887,22 €
Culham	60.860 €	11	5.533 €	75.989 €	12	6.332,42 €
Frankfurt	129.511 €	23	5.631 €	99.681 €	17	5.863,59 €
Karlsruhe	148.025 €	29	5.104 €	159.744 €	31	5.153,03 €
Luxembourg I	806.054 €	67	12.031 €	981.108 €	86	11.408,23 €
Luxembourg II	169.070 €	18	9.393 €	169.857 €	16	10.616,06 €
Mol	40.764 €	4	10.191 €	27.298 €	4	6.824,50 €
Munich	425.724 €	68	6.261 €	379.258 €	73	5.195,32 €
Varese	660.494 €	36	18.347 €	611.880 €	34	17.996,47 €
Total	4.441.142 €	574	7.737 €	4.707.966 €	619	7.605,76 €

Table 4. Diagnosis (N), one pupil can have several diagnoses

Number of disorders	Nursery	Primary	Secondary
Dyslexia	0	110	142
Dyscalculia	0	22	35
Dysorthography	0	23	48
Dyspraxia	3	13	8
Dysgraphia	0	13	14
Attention and concentration deficit - AD	6	98	81
Other Instrumental and psychomotor impairment	6	39	22
Cerebral palsy	2	3	1
Degenerative illness	0	2	2
Other Motor disorders	10	18	4
Visual impairment	0	3	0
Auditory impairment	0	2	1
Degenerative sensory disorder	0	0	0
Kinaesthetic disorders	8	18	4
Other Sensory disorder	3	11	2
Mental handicap	5	4	6
High potential	0	5	6
Other Cognitive characteristics	5	24	1
Dysphasia	1	9	2
Aphasia	1	0	0
Mutism	3	2	0
Stammering	1	1	1
Other Language disorders	20	38	5
Personality disorders	1	18	22
Behavioural disorders	5	30	12
Disorders of autistic spectrum	9	19	10
Other Psychological characteristics	2	8	3

Chart 1. % of SEN pupils from the total number of pupils in the school

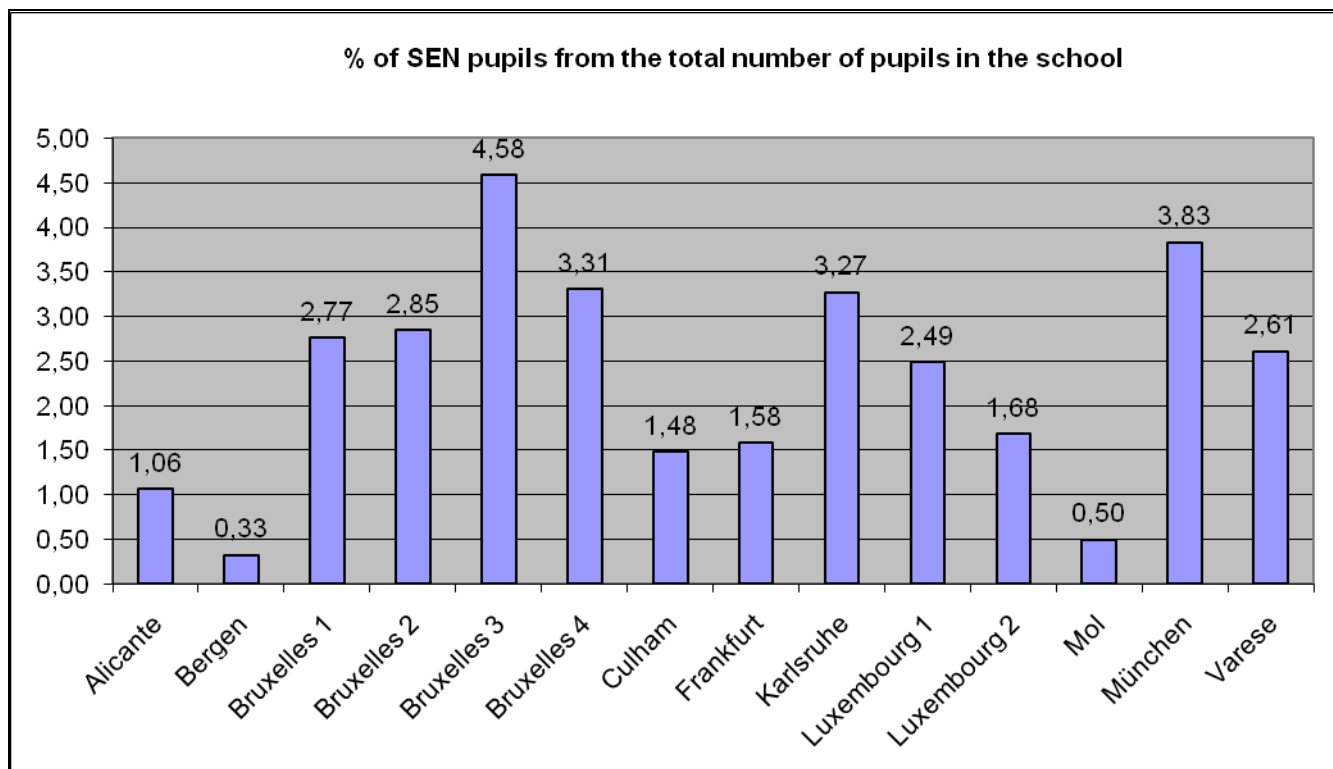


Chart 2. Evolution of SEN pupils (%) 2008-2010

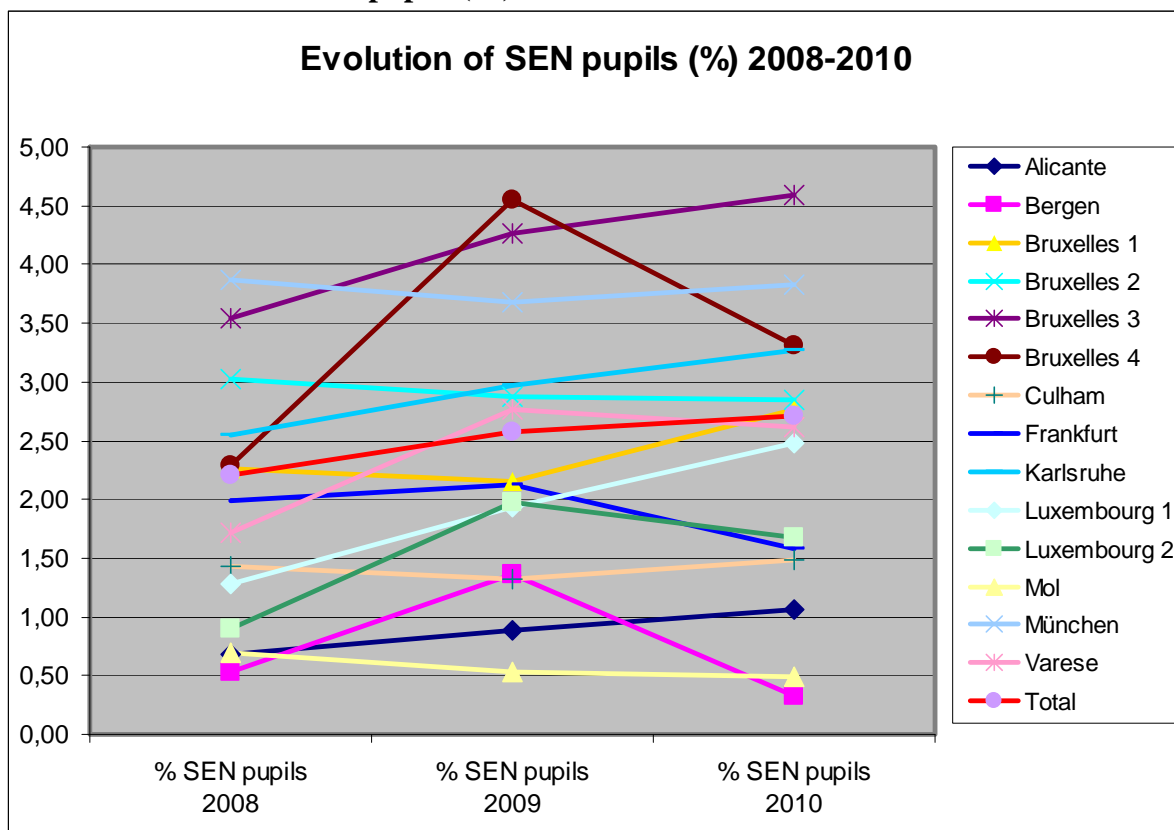


Chart 3. Share of SEN pupils by school and by level (%)

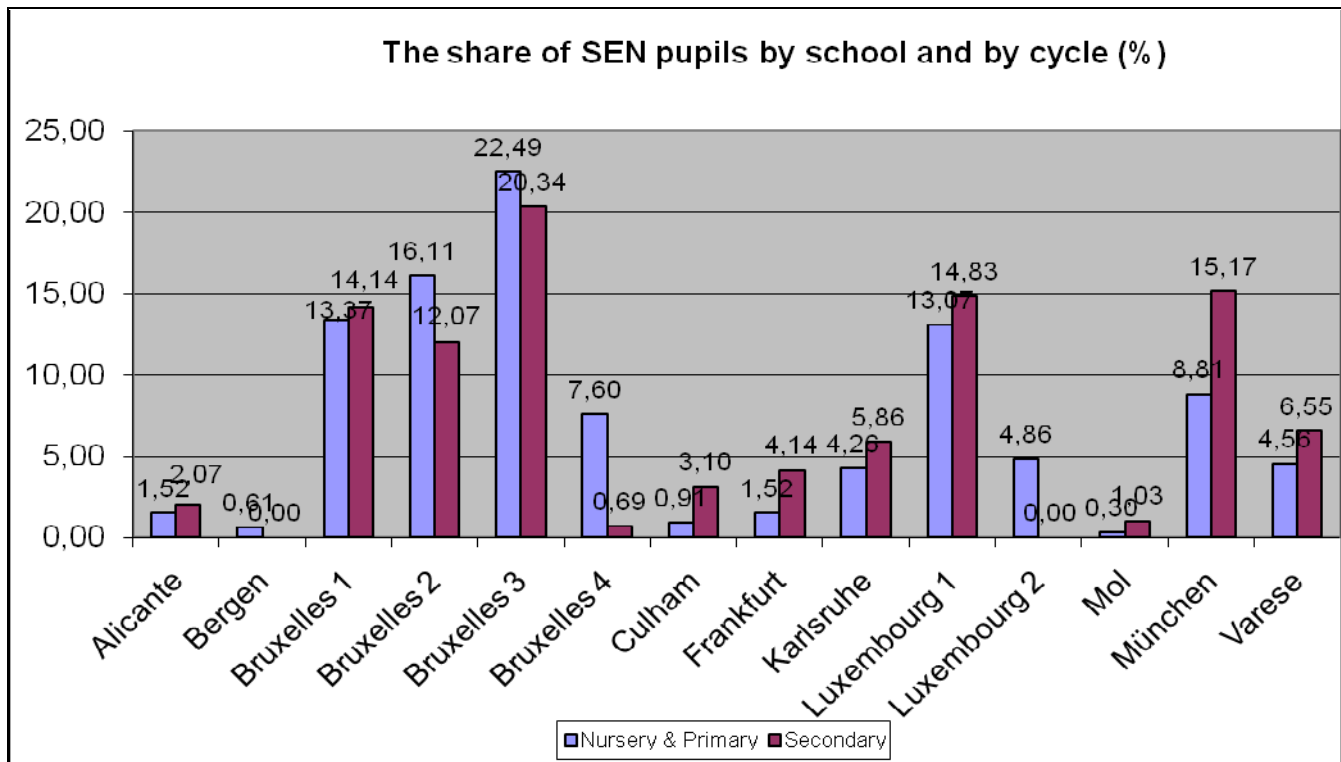


Chart 4. SEN pupils by cycle (%) and by category (%)

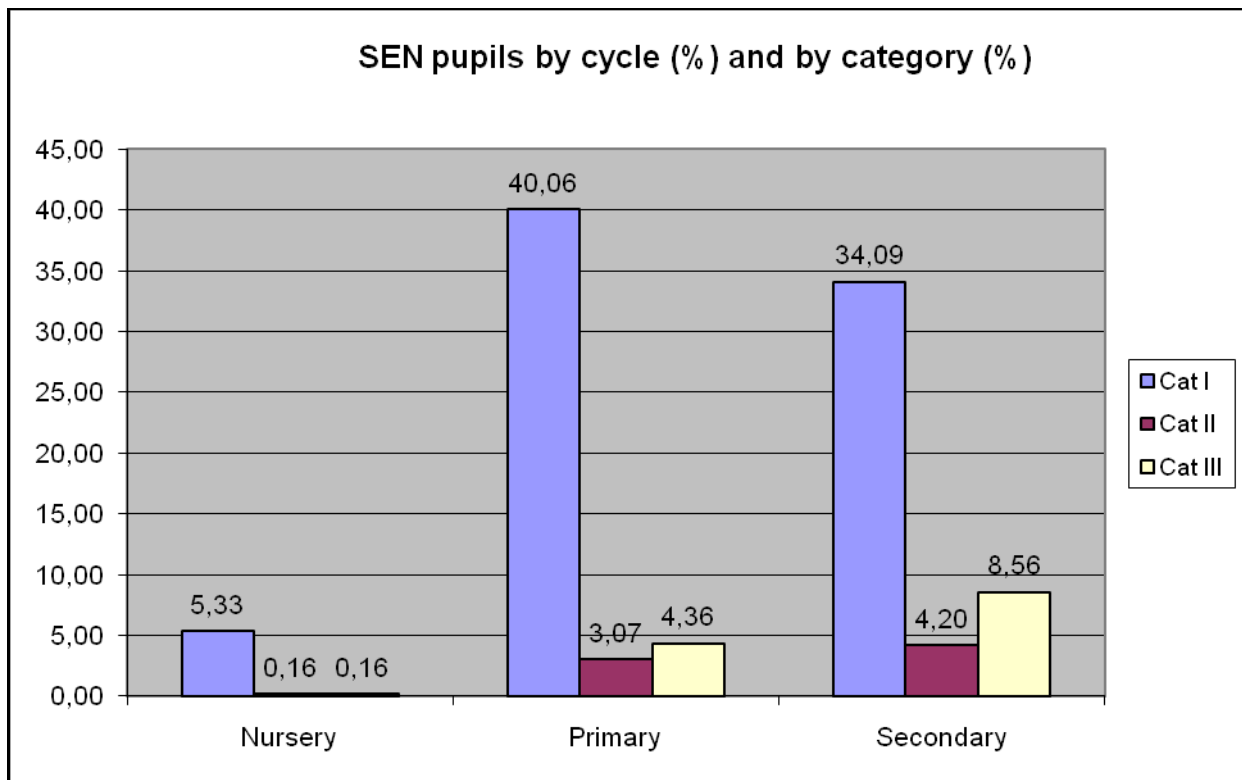


Chart 5. % of SEN pupils by class

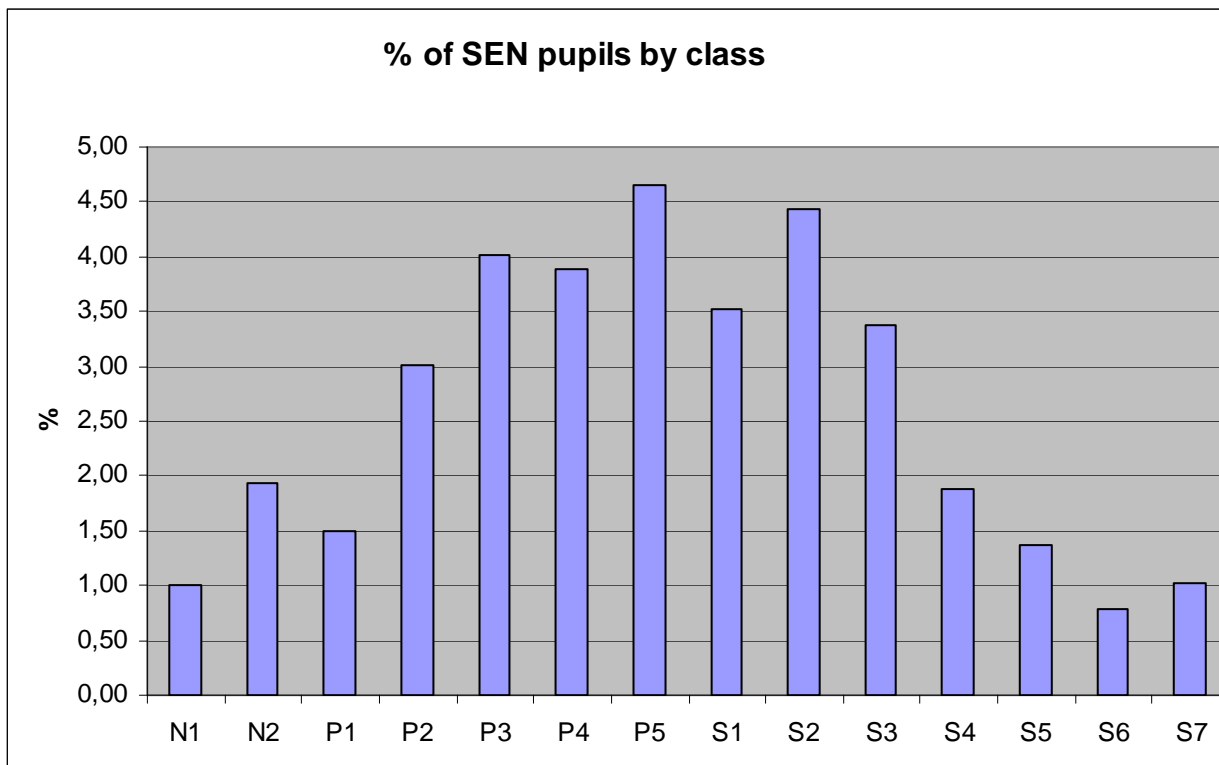


Chart 6. Grouped diagnosis (%)

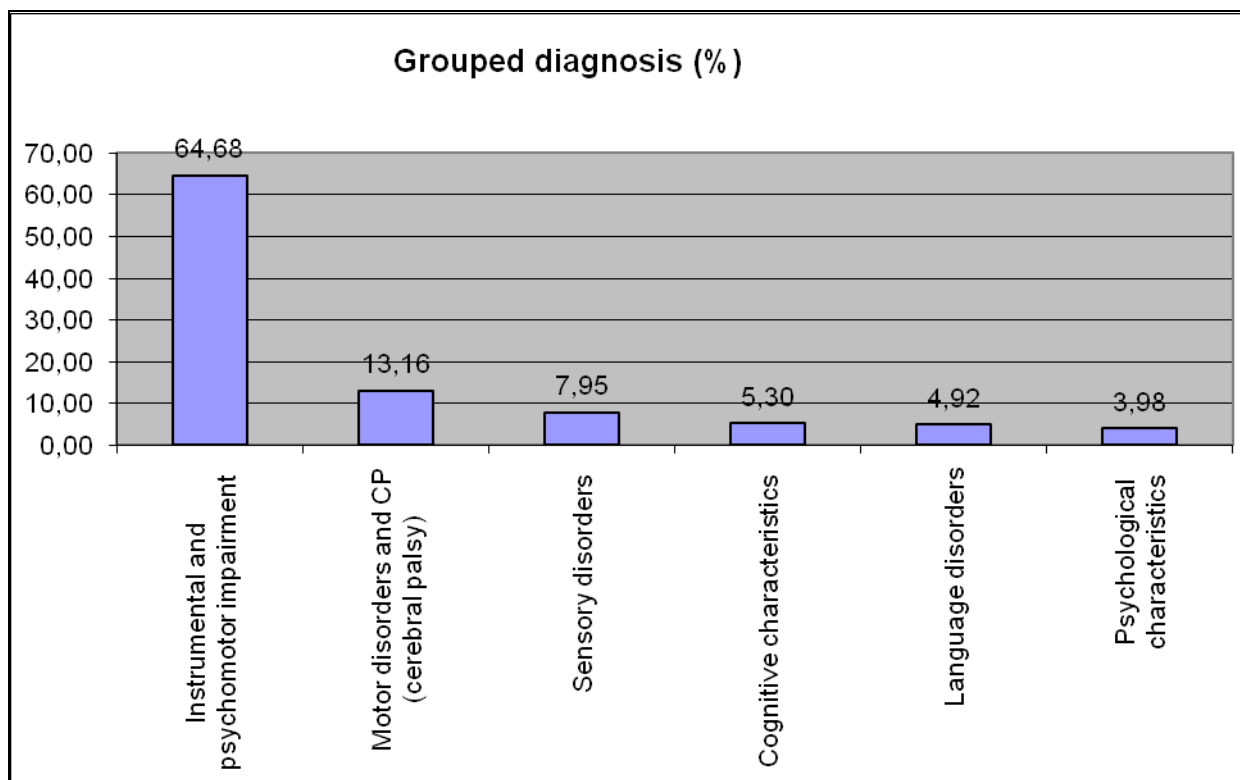


Chart 7. Staff working in the SEN area (%)

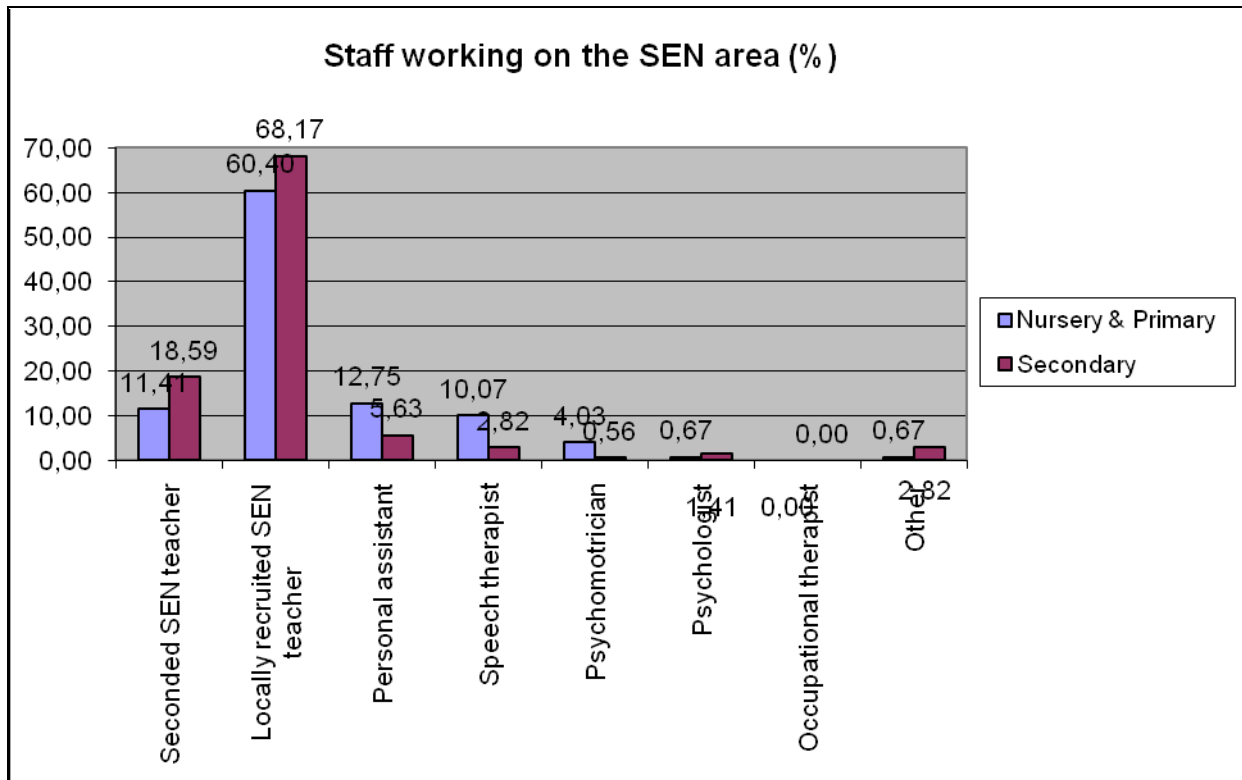
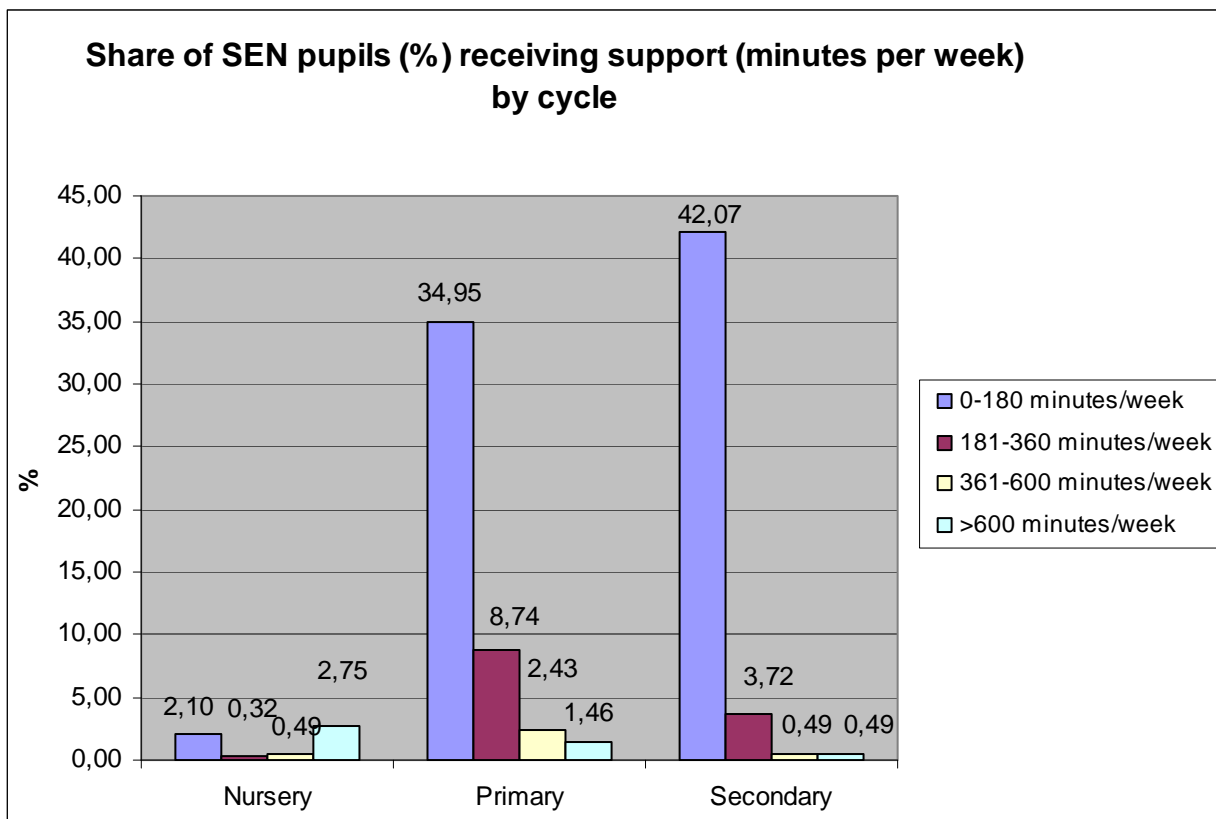


Chart 8. Share of the SEN pupils (%) receiving support (minutes per week)



100% = all the 618 SEN pupils (N+P+S together).