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Statistics on the integration of SEN pupils into the European Schools

BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS

Meeting in Oxford on 18, 19 and 20 April 2012

OPINION OF THE JOINT TEACHING COMMITTEE

The JTC welcomed and expressed thanks for this greatly improved SEN report. Interparents pointed out, however, that the data protection issues needed to be addressed, particularly when taking a detailed statistical approach. Interparents fully supported the recommendations, but nevertheless expressed concern about the percentage of SEN pupils leaving the ES, about proper handling of confidential data and about possible discrimination against Category III pupils. The JTC agreed that the report could go forward to the Budgetary Committee.

OPINION OF THE BUDETARY COMMITTEE

At its meeting of 14 and 15 March 2012, the Budgetary Committee took note of the document which had been submitted to it and that it welcomed. It recommends that the Board of Governors should agree with the recommendations made by the GT SEN Policy group.

Introduction

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 2011. The data gathered by the schools were compiled by the OSGES and analysed by the SEN inspectors. The analysis and the draft report have been discussed in the SEN Policy Group.

Although some of the questions in the questionnaire were changed after the previous year, the structure and 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 interpretations, apart from the final chapter, which contains conclusions to be drawn in the opinion of the SEN Policy Group.

1. Number of SEN pupils in the ES (Table 1, Annex, Table 2)

The total number of pupils in the European Schools has increased year on year, up from 21,649 (2008/2009) to 23,367 (2011/2012). At the same time, the number of SEN pupils has increased from 477 (2008/2009) to 640 pupils (2011/2012). The total proportion of SEN pupils has reached 2.74%.

Table 1: Percentage and number of SEN pupils in the ES:

2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
1.96%	2.20%	2.57%	2.72%	2.74%
N=411	N=477	N=574	N=619	N=640

The number of new SEN agreements in the 2011/2012 school year (15 November) was 132, while in the 2010/2011 school year (15 December) it was 126.

2. SEN pupils by school and by cycles (Annex, Table 2, Charts 1, 2, 3 and 4)

Munich has the highest percentage (4.2%) of SEN pupils. At Karlsruhe and Brussels III the proportion is 4.0%.

The lowest proportion of SEN pupils is at Bergen (0.2%), Mol (0.8%) and Alicante (1.0%). There is no exact correlation between the percentage of SEN pupils and pupil population or school size (in or outside Brussels). However the schools where the percentage of SEN pupils is below average are small or medium-sized schools.

As a trend, it can be seen that the percentage of SEN pupils has fallen in many of the schools, the exceptions being Karlsruhe, Brussels II, Luxembourg II, Munich and Mol.

The total number of SEN pupils in the Nursery and Primary (340 pupils) is still higher than in the Secondary (300 pupils). The increase in SEN pupils in the Nursery and Primary from 2010/2011 to 2011/2012 was 3.3%, while the previous year it was

12.7%. The trend in the Secondary is similar; the increase during the previous year was 7.2%, but this year it is 3.2%.

The highest increase in SEN pupils in absolute terms is at Brussels II (14 more SEN pupils) and at Luxembourg I and at Munich (10 more SEN pupils).

3. SEN pupils by language sections (Annex, Table 3)

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

The highest increase in SEN pupils is reported in the Finnish section; the number of SEN pupils has significantly declined in the Danish section.

4. SEN pupils by category and cycle (Table 4, Annex, Chart 5)

The majority of SEN pupils are in category I. In the Nursery cycle all the SEN pupils are category I. In the Primary and Secondary cycles also the number of SEN pupils coming from categories other than category I is rather low.

Overall, only 10.9% of SEN pupils are category III pupils, even though they account for 20.4% of the European Schools' total population.

Table 4: SEN pupils by cycle and category

	Proportion of SEN pupils in Nursery %	Proportion of SEN pupils in Primary %	Proportion of SEN pupils in Secondary %	Proportion of SEN pupils by category in ES %	Proportion of all pupils by category in ES %
Cat I	5.3	40.8	35.8	81.9	74.5
Cat II	0.0	3.6	3.6	7.2	5.1
Cat III	0.0	3.4	7.5	10.9	20.4
Total	5.3	47.8	46.9	100	100

5. Percentages of SEN pupils by class (Annex, Chart 6)

The percentage of SEN pupils is lowest in the Nursery classes and rises in the Primary years. The steady increase is most evident in P3, when the character of learning changes.

A declining trend is seen during the Secondary years and a clear drop appears after S3. There might be several explanations: SEN pupils might catch up in their studies and no longer require SEN support, they can choose subjects better suited to their

abilities, or they might leave the system and continue their education in another school.

6. Diagnoses of SEN pupils (Annex, Table 5 and Charts 7 and 8)

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

The grouping of the diagnoses was revised in cooperation with experts in the field of educational psychology in order to guarantee the currency of the definitions of the different difficulties and disorders. For that reason comparisons with the previous year can only be partial.

The most common diagnosis group is *psychomotor impairment* (48.3% of diagnoses mentioned). It includes diagnoses such as dyslexia, dyscalculia, dysorthography, dyspraxia and their combinations. Approximately every third SEN pupil is diagnosed as dyslexic. A combination of different types of psychomotor impairment is also a common reason for a SEN agreement; every sixth SEN pupil having some kind of combined diagnosis.

Developmental, attention and behavioural deficits form the next most common group of diagnoses (21.4% of diagnoses). The most common diagnosis in this group is ADD (Attention Deficit Disorder); 17.3% of pupils have this diagnosis, while 11.3% of SEN pupils are diagnosed with ADHD (Attention Deficit and Hyperactivity Disorder).

Speech and language disorders (dyslalia, dysphasia, aphasia, mutism, stammering and others) form the third group, accounting for 8.1% of the total number of diagnoses. In 2010/2011 the figure was 4.9%.

Personality disorders (change from 3.8% to 7.8%) are almost as common a reason for SEN agreements as *speech and language disorders*.

There is an increase in *cognitive disorders* (up from 5.3% to 7.8%), while, on the other hand, the proportion of *sensory and motor disorders* has fallen.

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

7. Benefit of SEN support (Table 6, Annex, Chart 9)

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

Table 6: Promotion/Progress by cycle

Promotion/Progress	Nursery	Primary	Secondary	Nursery %	Primary %	Secondary %	Total %
Normal promotion to the year above	14	238	248	50.00	79.33	86.11	81.17
Progress, the pupil remains in his/her age group without being promoted, with adapted curriculum	6	44	27	21.43	14.67	9.38	12.50
Some progress, repeating the year	8	18	13	28.57	6.00	4.51	6.33
No progress	0	0	0	0.00	0.00	0.00	0.00
	28	300	288	100	100	100.00	100.00

More than 81% of SEN pupils were promoted normally to the year above and 12.5% progressed and remained with their year group with an adapted curriculum. The number of pupils who made some progress but repeated the year is higher this year than in the previous school year. The change was especially marked in the Primary cycle (increase from 3.8% to 6.0% this year).

8. Termination of SEN agreements in the year 2011 (Table 7)

For 141 pupils over the total of 619 the contract was terminated, which is 54 more pupils than in the previous year. Most of the terminations of SEN agreements were in the Secondary cycle (last year 45 agreements, this year 86).

Almost half of these contracts (66) were terminated because SEN support was no longer needed. More than half of these pupils continued either with learning support or with internal differentiation in class.

In 29% (41) cases of termination of the agreement, the pupil moved to a more appropriate school. In less than 8% (11) cases the European School was unable to meet the child's needs. This represent 1,8% of all SEN pupils and 0,04% of the total of pupils in the European Schools (22778, source 2010-D-569-fr-3)

Table 7: Reasons for termination, by cycle

Reason	Nursery % (N=5)	Primary % (N=50)	Secondary % (N=86)	N+P+S % (N=141)
Continues with Learning Support	0.0	4.3	14.2	18.4
Continues with internal differentiation in class	0.7	5.0	2.8	8.5
No support is needed	0.0	4.3	15.6	19.9
Parents' decision	0.0	0.0	0.0	0.0
Family moved away	0.7	5.7	4.3	10.6
Pupil will move to a more appropriate school for him/her	1.4	8.5	19.1	29.1
The school declares itself unable to meet the child's needs	0.7	5.0	2.1	7.8
Other	0.0	2.8	2.8	5.7
	3.5	35.5	61.0	100.0

9. Staff working in the SEN area (Table 8)

The number of SEN teachers in the schools is exactly the same as it was last year (260 teachers). Most of the SEN teachers worked in the Secondary cycle (154), while 106 teachers worked in the Nursery and Primary cycle.

More than 81% of SEN teachers were locally recruited, corresponding to a 17% increase on the year 2010/2011.

Teachers account for 80% of all staff working in the SEN area and personal assistants for almost 11%. Speech therapists and psychomotricians together account for 5.8%.

Most of the personal assistants, speech therapists, psychomotoricians and psychologists work in the Nursery and Primary cycle. Nearly all these staff work in the large Brussels and Luxembourg Schools.

Table 8: Staff working in the SEN area, by cycle

Staff providing support (Number of persons per cycle)	Nursery & Primary		Secondary		Total	
	N=158	%	N=165.5	%	N=323.5	%
Locally recruited SEN teacher	85	26.3	126	38.9	211	65.2
Seconded SEN teacher	21	6.5	28	8.7	49	15.1
Personal assistant	29	9.0	6	1.9	35	10.8
Speech therapist	12	3.7	2	0.6	14	4.3
Psychologist	5	1.5	2.5	0.8	7.5	2.3
Psychomotrician	5	1.5	0	0.0	5	1.5
Other	1	0.3	1	0.3	2	0.6
Occupational therapist	0	0.0	0	0.0	0	0.0
	158	48.8	165.5	51.2	323.5	100.0

10. SEN support time (Annex, Chart 10)

The total amount of SEN support per week is 106,622 minutes, which is 22% more than in the previous year (87,728 minutes). More than 2/3 of support time was provided in the Nursery and Primary cycle.

Table 9: SEN support time by cycle

Total number of SEN support (in minutes) per week offered by...	Nursery & Primary		Secondary		N&P+S	
	N=77575	%	N=645.5	%	N=645.5	%
Seconded SEN teacher	4725	4.4	1980.0	1.9	6705.0	6.3
Locally recruited SEN teacher	35370	33.2	17797.5	16.7	53167.5	49.9
SEN personal assistant	30745	28.8	7845.0	7.4	38590.0	36.2
Speech therapist	3780	3.5	810.0	0.8	4590.0	4.3
Psychomotrician	2115	2.0	0.0	0.0	2115.0	2.0
Psychologist	750	0.7	300.0	0.3	1050.0	1.0
Occupational therapist	0	0.0	0.0	0.0	0.0	0.0
Other	90	0.1	315.0	0.3	405.0	0.4
	77575.0	72.8	29047.5	27.2	106622.5	100.0

Most of the support given was “less than 180 minutes per week”, as was also the case last year. The amount of “support between 181 - 600 minutes of support per week” has shown a downward trend over the last two years. Nevertheless, the amount of “intensive support (361 minutes or more)” has increased (in absolute or percentage terms?).

Table 10: Amount of support by cycle

Number of SEN pupils who receive support	Nursery		Primary		Secondary		Total	
	N=33	%	N=306	%	N=299	%	N=638	%
0-180 minutes/week	9	1.4	231	36.2	282	44.2	522	81.8
181-360 minutes/week	4	0.6	48	7.5	9	1.4	61	9.6
361-600 minutes/week	3	0.5	10	1.6	2	0.3	15	2.4
>600 minutes/week	17	2.7	17	2.7	6	0.9	40	6.3
	33	5.2	306	48.0	299	46.9	638	100.0

Most SEN support time was provided by teachers, to the tune of 56%. Personal assistants accounted for 36% of support time and the remainder was divided out amongst speech therapists, psychomotricians, psychologists and other categories of staff.

11. Costs per SEN pupil (Annex, Table 11)

The total cost of SEN support in the financial year 2011 was €4,526,927 (31.12.2011), which is €180,988 less than last year (31.12.2010). The average cost per pupil has fallen; this year it is €7,073, which is €533 less than in the year 2010.

Costs are above average at Bergen, Varese, Luxembourg II and Luxembourg I. The lowest average cost is at Mol.

Karlsruhe and Munich, the schools with the highest proportion of SEN agreements, have relatively low average costs per pupil. With few exceptions, the average cost fell in the schools in the year 2011.

12. Use of the SEN budget (Table 12)

The SEN budget is used mostly for salaries; 85% for teachers' salaries and 12% for SEN assistants' salaries. Only 3% is used for pedagogical material, including ICT for SEN purposes.

Nevertheless, there is a difference in use of the SEN budget between the Nursery cycle and the other cycles.

Table 12: Use of the SEN budget by cycle (Annex, Chart 11)

	Nursery	Primary	Secondary	Total
SEN teaching	1.39%	43.51%	40.07%	84.97%
SEN assistance	3.53%	3.87%	4.51%	11.92%
Pedagogical material for SEN (including ICT)	0.06%	1.32%	1.60%	2.98%
Other	0.00%	0.12%	0.02%	0.14%
	4.98%	48.82%	46.20%	100.00%

13. Summary of the findings

In the year 2011, the percentage of SEN pupils in the European Schools remained stable.

The number of SEN pupils rises in the course of the Nursery and Primary years, especially between P2 and P3. The percentage of SEN pupils reaches a peak in P5, after which it falls, especially after year S3.

The percentage of category III SEN pupils is lower than the total percentage of pupils in that category.

Even though the total amount of support is higher than last year, the average cost per SEN pupil is 7.5% lower. This is probably due to the grouping pupils with similar difficulties, posts of SEN assistants, etc.

More than 81.0% of SEN pupils were promoted normally, which is fairly similar to last year's figure of 79.6%. The proportion of SEN pupils progressing without promotion is quite high (12.5%).

Half of the terminations of SEN agreements came about because there was no longer any need for SEN.

Nearly half of SEN agreements come into the *psychomotor impairment* category, particularly dyslexia. The proportion of cases of *developmental, attention and behavioural deficits* is also significant. These findings are comparable with the year 2010. However, in comparison with the year 2010, there is an increase in *speech and language, cognitive and personality disorders*.

56.2% of support time is worked by teachers but only 11% of this time (6.3%) is accounted for by seconded teachers. Speech therapists and psychomotricians, concentrated mostly in the schools in Brussels and Luxembourg, account for 6.3% of total support time.

More than 2/3 of support time is used in the Nursery and Primary cycle. This is in line with the general opinion about support; early identification and intervention are essential and most beneficial.

Both total costs and costs per pupil fell in the year 2011. 97% of the SEN budget is used for staff salaries.

14. Recommendations

- Every school should make a further analysis of its policies on integration of SEN pupils.
- Harmonisation of SEN support processes should be continued.
- The central level and the individual schools should develop the policy of early identification and intervention.
- The schools should systematically provide the first level of support, namely "*differentiation in class*", for all pupils with SEN.
- The national authorities should pay attention to the selection of seconded teachers (class and subject teachers) and their skills in terms of identification of SEN and of differentiation.
- Evaluation of seconded and locally recruited teachers should also focus on teachers' expertise in the SEN area (evaluation criteria, evaluation visits of the deputy director and the inspectors).
- A tool to monitor and evaluate the degree of success of SEN support should be created.

Annexes:

Table 2: Numbers of SEN pupils, total numbers of pupils, percentage of SEN pupils – development since the year 2008 up to 2011

School	SEN pupils N&P 2008	SEN pupils N&P 2009	SEN pupils N&P 2010	SEN pupils N&P 2011	SEN pupils S 2008	SEN pupils S 2009	SEN pupils S 2010	SEN pupils S 2011	SEN pupils Total 2008	SEN pupils Total 2009	SEN pupils Total 2010	SEN pupils Total 2011	Total pupils in the school 2008	Total pupils in the school 2009	Total pupils in the school 2010	Total pupils in the school 2011	% SEN pupils 2008	% SEN pupils 2009	% SEN pupils 2010	% SEN pupils 2011
Alicante	4	3	5	3	3	6	6	7	7	9	11	10	1029	1020	1037	1027	0.68	0.88	1.06	0.97
Bergen	3	4	2	1	0	4	0	0	3	8	2	1	565	586	611	581	0.53	1.37	0.33	0.17
Brussels 1	39	41	44	41	27	26	41	44	69	67	85	85	3057	3112	3073	3131	2.26	2.15	2.77	2.71
Brussels 2	46	55	53	59	42	32	35	43	88	87	88	102	2904	3030	3091	3176	3.03	2.87	2.85	3.21
Brussels 3	52	66	74	70	41	54	59	46	94	120	133	116	2649	2811	2901	2919	3.55	4.27	4.58	3.97
Brussels 4	10	27	25	26			2	4	10	27	27	30	438	594	816	1059	2.28	4.55	3.31	2.83
Culham	4	4	3	3	8	7	9	8	12	11	12	11	835	835	809	745	1.44	1.32	1.48	1.48
Frankfurt	13	13	5	7	8	10	12	6	21	23	17	13	1053	1085	1076	1136	1.99	2.12	1.58	1.14
Karlsruhe	11	11	14	16	14	18	17	21	25	29	31	37	979	976	948	934	2.55	2.97	3.27	3.96
Lux 1	22	37	43	43	18	30	43	53	44	67	86	96	3437	3468	3460	3579	1.28	1.93	2.49	2.68
Lux 2	7	18	16	18			0		8	18	16	18	888	910	952	957	0.90	1.98	1.68	1.88
Mol	3	1	1	2	2	3	3	4	5	4	4	6	718	752	807	767	0.70	0.53	0.50	0.78
Munich	33	26	29	36	32	42	44	47	68	68	73	83	1756	1848	1905	1990	3.87	3.68	3.83	4.17
Varese	10	15	15	15	9	21	19	17	23	36	34	32	1341	1304	1302	1366	1.72	2.76	2.61	2.34
Total	257	321	329	340	204	253	290	300	477	574	619	640	21649	22331	22788	23367	2.20	2.57	2.72	2.74

Table 3: SEN Pupils by Language Section 2009/2010 and 2010/2011

Language section	SEN pupils 2009/10	SEN pupils 2010/11	SEN pupils 2011/12	All pupils 2009/10	All pupils 2010/11	All pupils 2011/12	% SEN section 2009/10	% SEN section 2010/11	% SEN section 2011/12
CS-tchèque/Czech/Tschechisch	1	3	2	98	124	151	1.02	2.42	1.32
DA-danois/Danish/Dänisch	17	19	11	567	535	521	3.00	3.55	2.11
DE-allemand/German/Deutsch	88	109	117	3846	3954	4072	2.29	2.76	2.87
EL-grec/Greek/Griechisch	6	14	15	604	619	648	0.99	2.26	2.31
EN-anglais/English/Englisch	183	201	194	4903	4974	5012	3.73	4.04	3.87
ES-espagnol/Spanish/Spanisch	37	35	34	1401	1452	1491	2.64	2.41	2.28
FI-finlandais/Finnish/Finnisch	18	19	25	539	544	563	3.34	3.49	4.44
FR-français/French/Französisch	98	104	125	5451	5586	5811	1.80	1.86	2.15
HU-hongrois/Hungarian/Ungarisch	2	3	4	184	200	202	1.09	1.50	1.98
IT-italien/Italian/Italienisch	29	31	37	1843	1873	1915	1.57	1.66	1.93
LT-lithuanien/Lithuanian/Litauisch	0	0	0	58	72	87	0.00	0.00	0.00
NL-néerlandais/Dutch/Niederländisch	59	49	50	1601	1598	1579	3.69	3.07	3.17
PL-polonais/Polish/Polnisch	5	7	5	234	259	305	2.14	2.70	1.64
PT-portuguais/Portuguese/Portugiesisch	17	11	9	494	462	467	3.44	2.38	1.93
SV-suédois/Swedish/Schwedisch	14	14	12	508	526	543	2.76	2.66	2.21
Total pupils	574	619	640	22331	22778	23367	2.57	2.72	2.74

Table 5: Number of diagnoses (one pupil can have several diagnoses)

Number of diagnoses	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
Autistic spectrum disorders	9	19	10
Other psychological characteristics	2	8	3

Table 11: Cost per school and per pupil 2009, 2010 and 2011

School	Total costs 2009	Costs per SEN pupil 2009	Total costs 2010	Costs per SEN pupil 2010	Total costs 2011	Costs per SEN pupil 2011
Alicante	66,799 €	7,422 €	67,108 €	6,100.73 €	57,770 €	5,777.00 €
Bergen	15,881 €	1,985 €	26,893 €	13,446.50 €	15,298 €	15,298.00 €
Brussels I	727,749 €	10,862 €	718,515 €	8,453.12 €	690,134 €	8,119.22 €
Brussels II	451,088 €	5,185 €	511,974 €	5,817.89 €	663,210 €	6,502.05 €
Brussels III	583,235 €	4,860 €	638,706 €	4,802.30 €	771,412 €	6,650.10 €
Brussels IV	155,888 €	5,774 €	239,955 €	8,887.22 €	259,887 €	8,662.90 €
Culham	60,860 €	5,533 €	75,989 €	6,332.42 €	64,805 €	5,891.36 €
Frankfurt	129,511 €	5,631 €	99,681 €	5,863.59 €	76,956 €	5,919.69 €
Karlsruhe	148,025 €	5,104 €	159,744 €	5,153.03 €	164,907 €	4,456.95 €
Luxembourg I	806,054 €	12,031 €	981,108 €	11,408.23 €	831,149 €	8,657.80 €
Luxembourg II	169,070 €	9,393 €	169,857 €	10,616.06 €	157,683 €	8,760.16 €
Mol	40,764 €	10,191 €	27,298 €	6,824.50 €	25,027 €	4,171.16 €
Munich	425,724 €	6,261 €	379,258 €	5,195.32 €	391,949 €	4,722.27 €
Varese	660,494 €	18,347 €	611,880 €	17,996.47 €	356,740 €	11,148.12 €
Total	4,441,142 €	7,737 €	4,707,966 €	7,605.76 €	4,526,927 €	7,073.32 €

Chart 1: % of SEN pupils in relation to the total number of pupils in the school

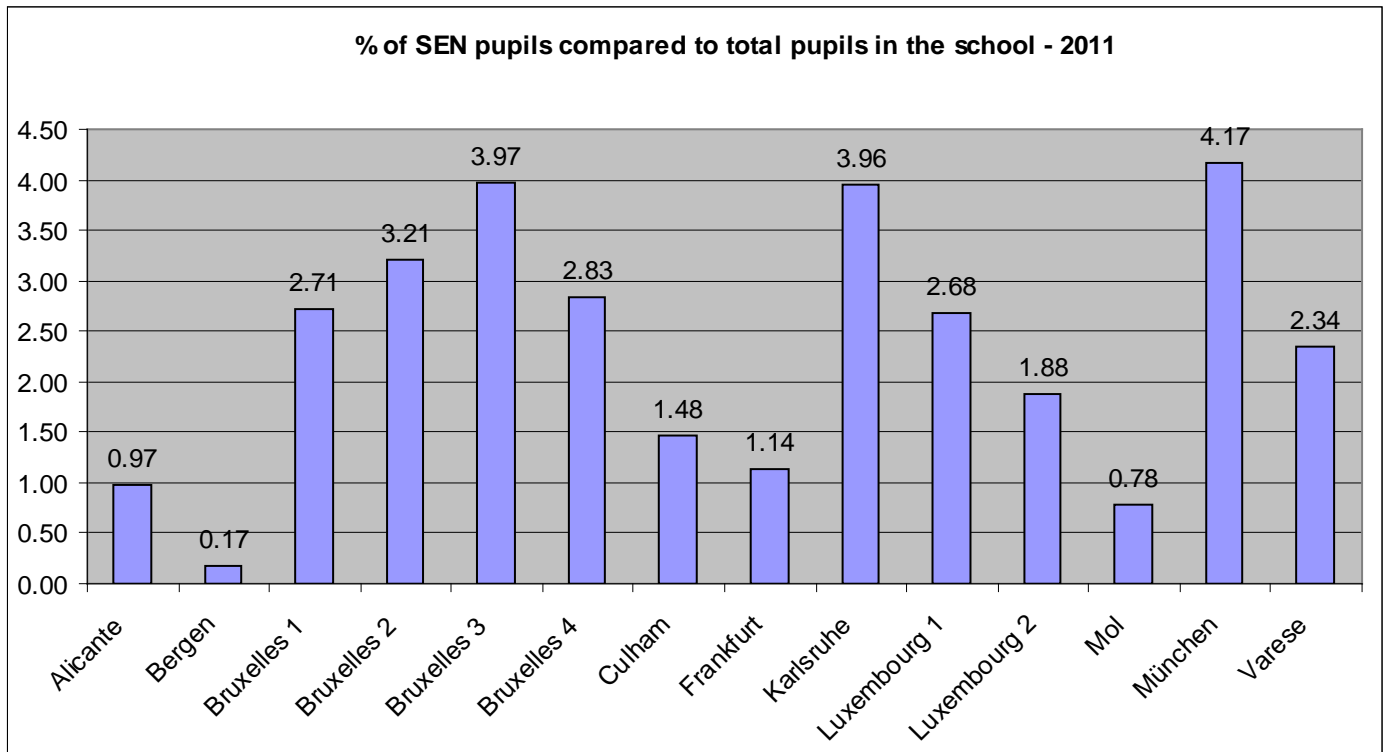


Chart 2: Trend in SEN pupils (number) 2008-2011

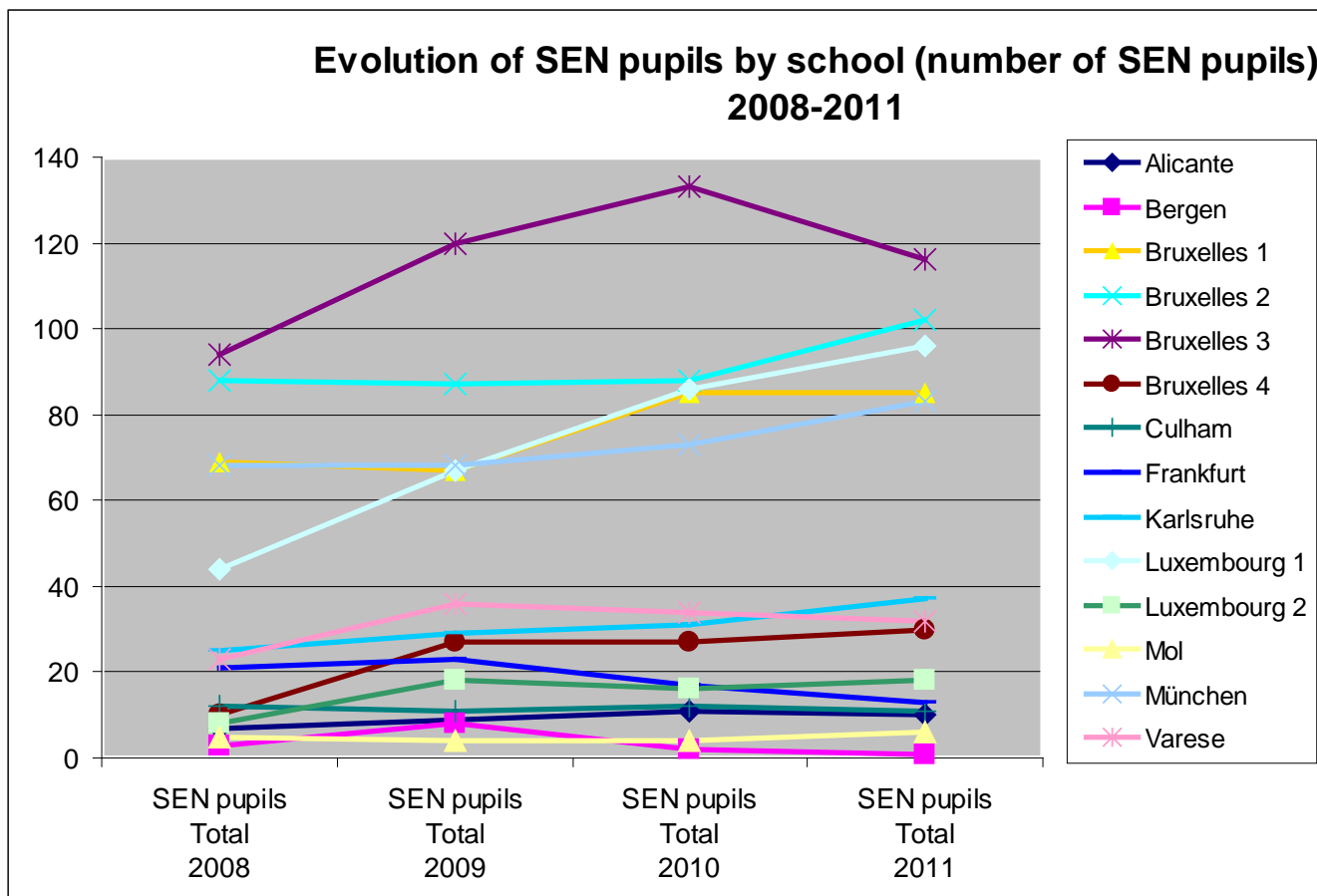


Chart 3: Trend in SEN pupils (%) 2008-2011

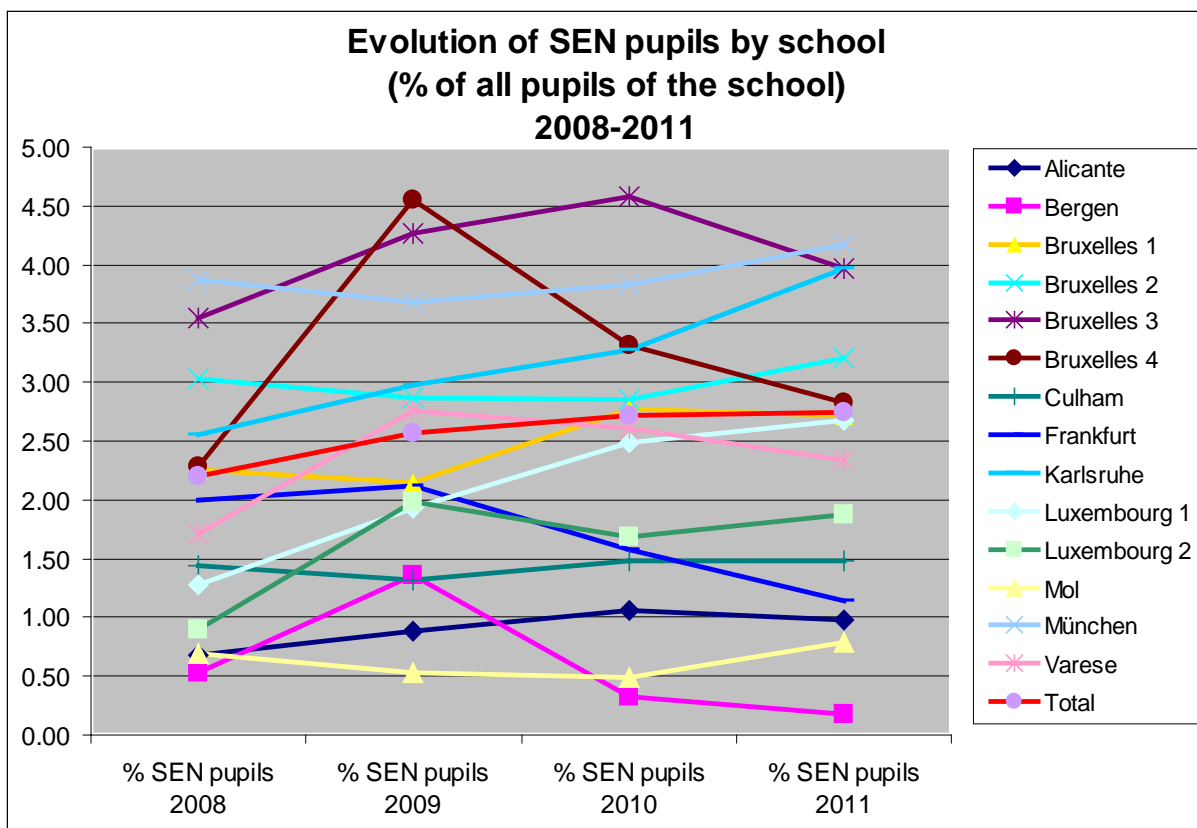


Chart 4: Proportion of SEN pupils by school and by cycle (%)

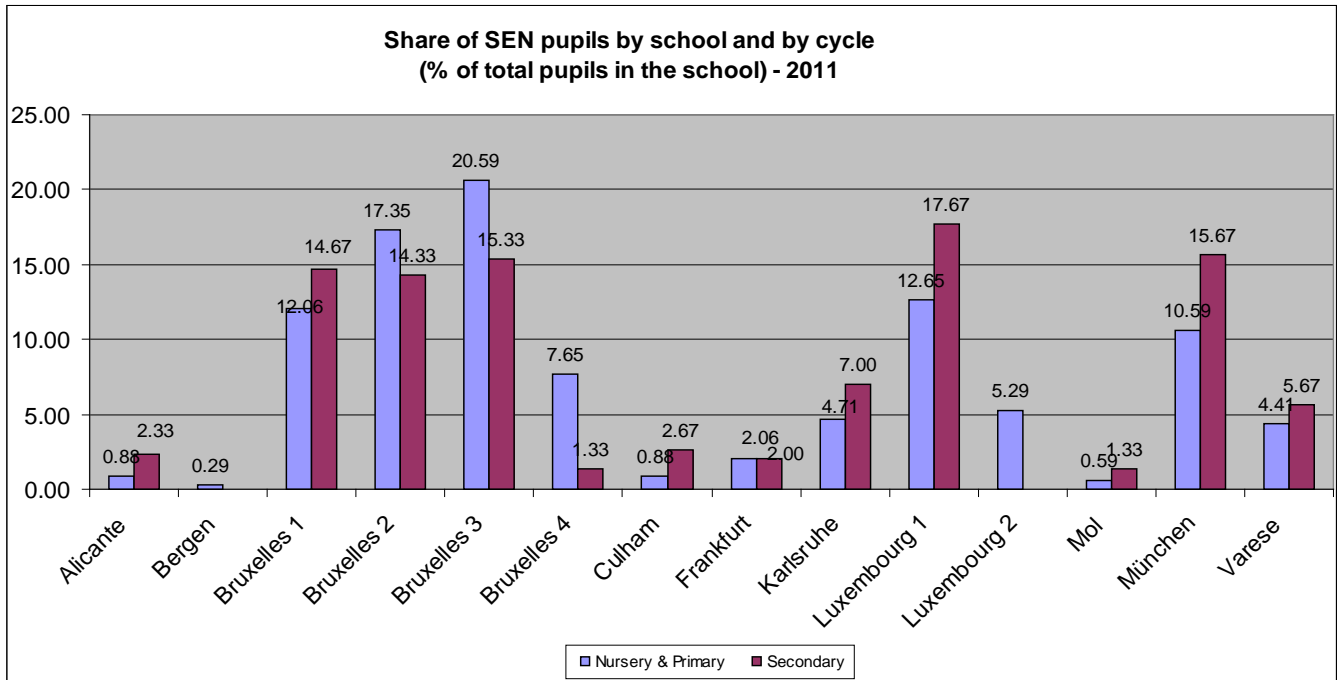


Chart 5: Category of SEN pupils by cycle (%)

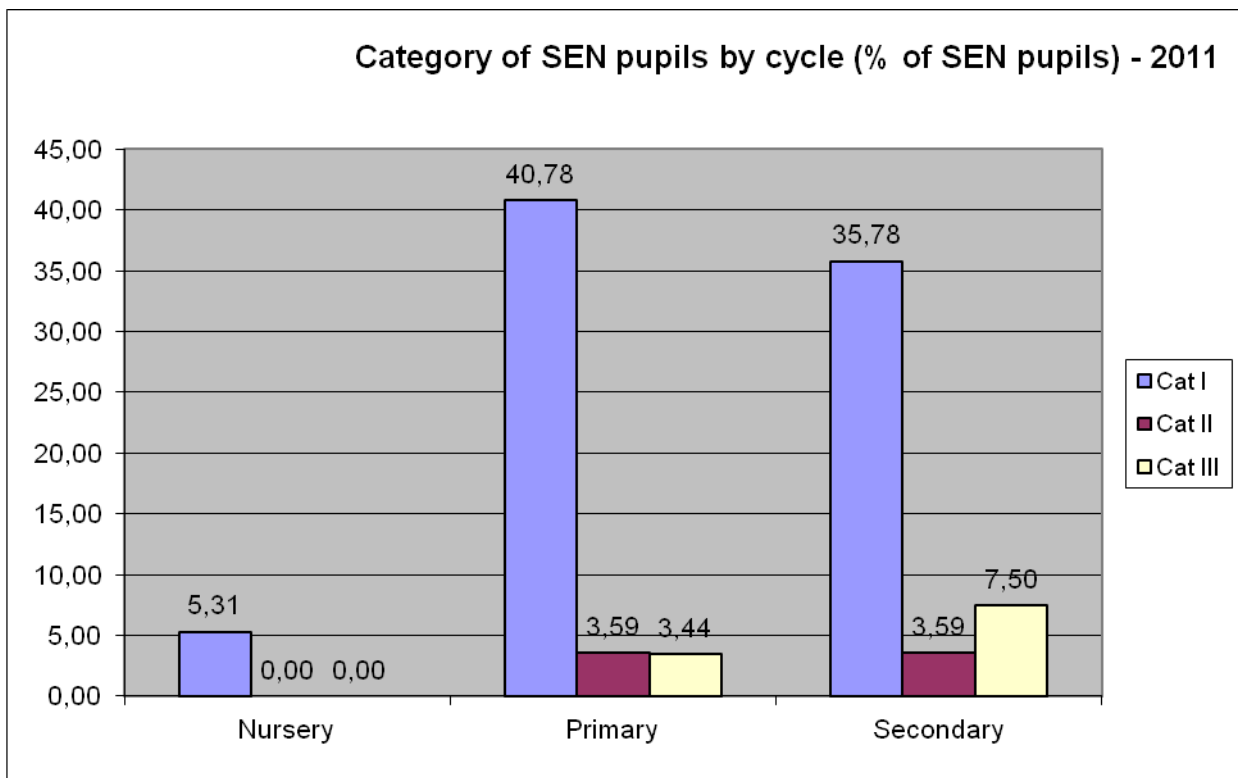


Chart 6: % of SEN pupils by class

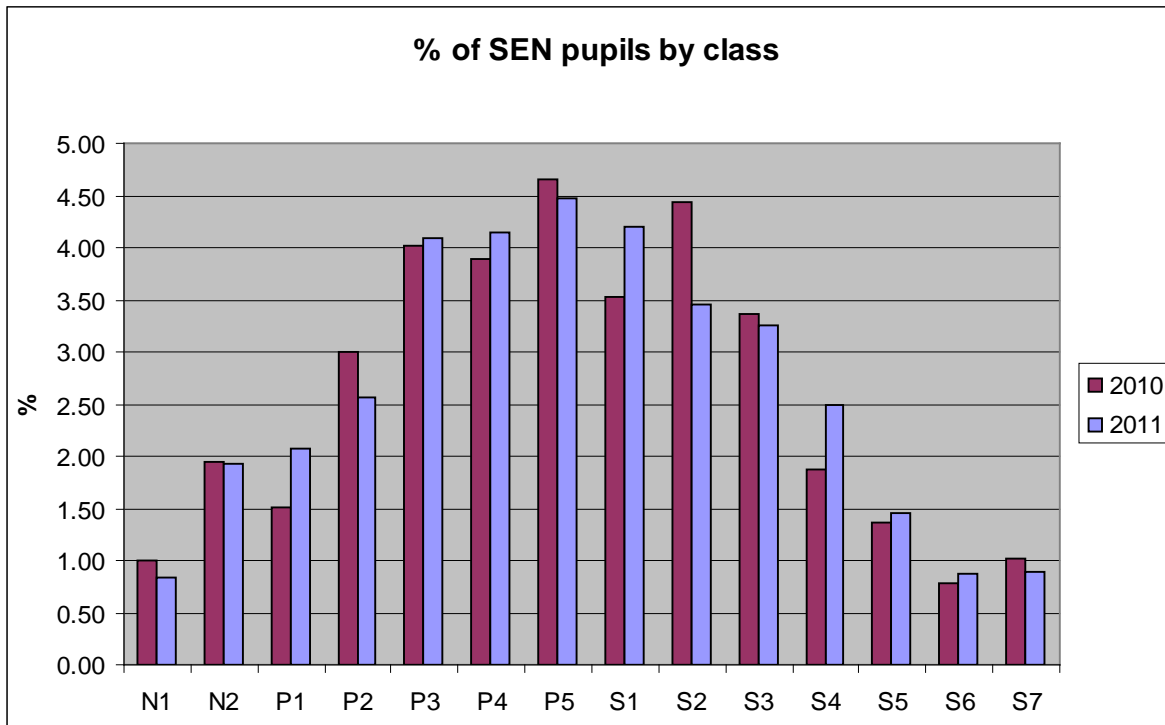


Chart 7: Diagnosis groups (%)

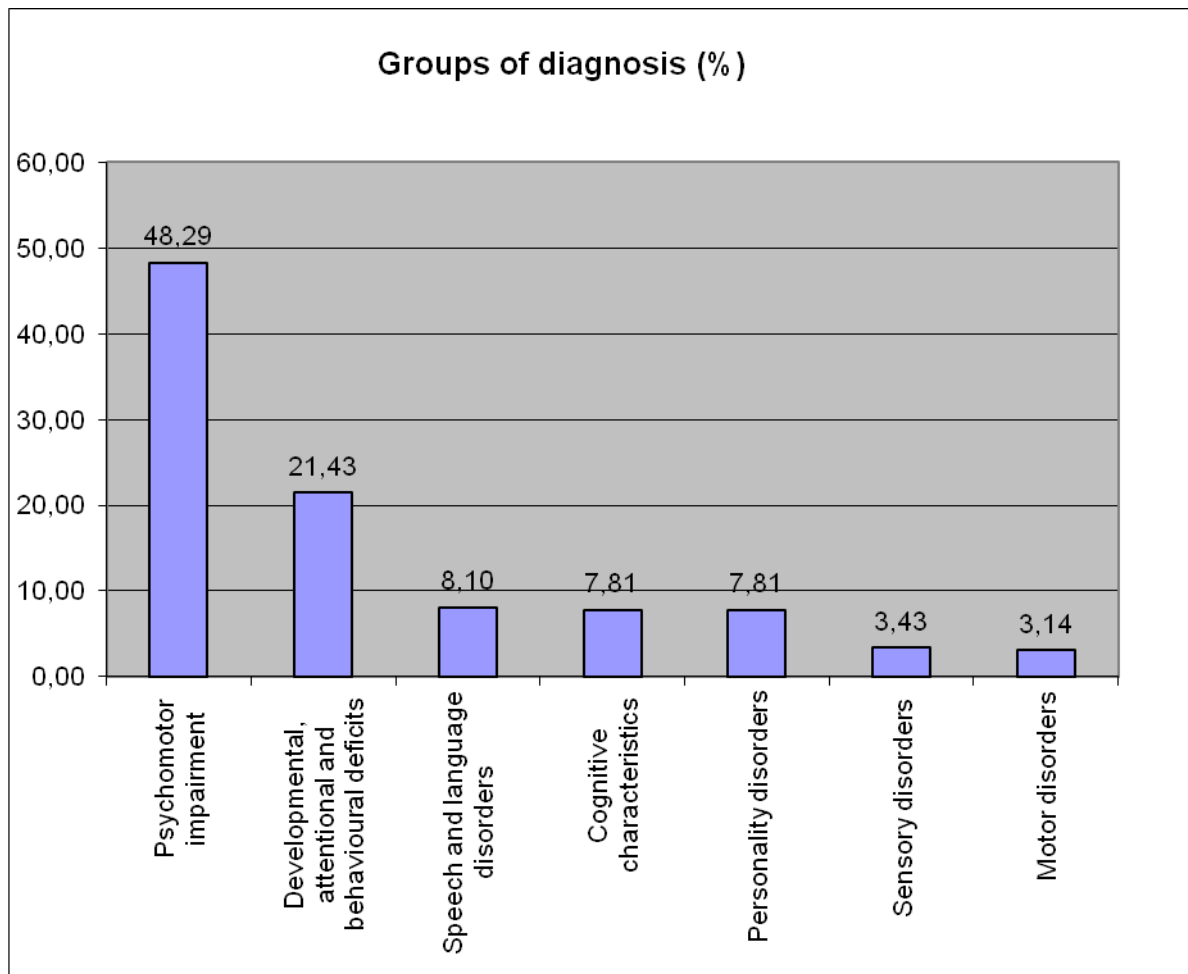


Chart 8: Frequency of diagnosis by cycle (%)

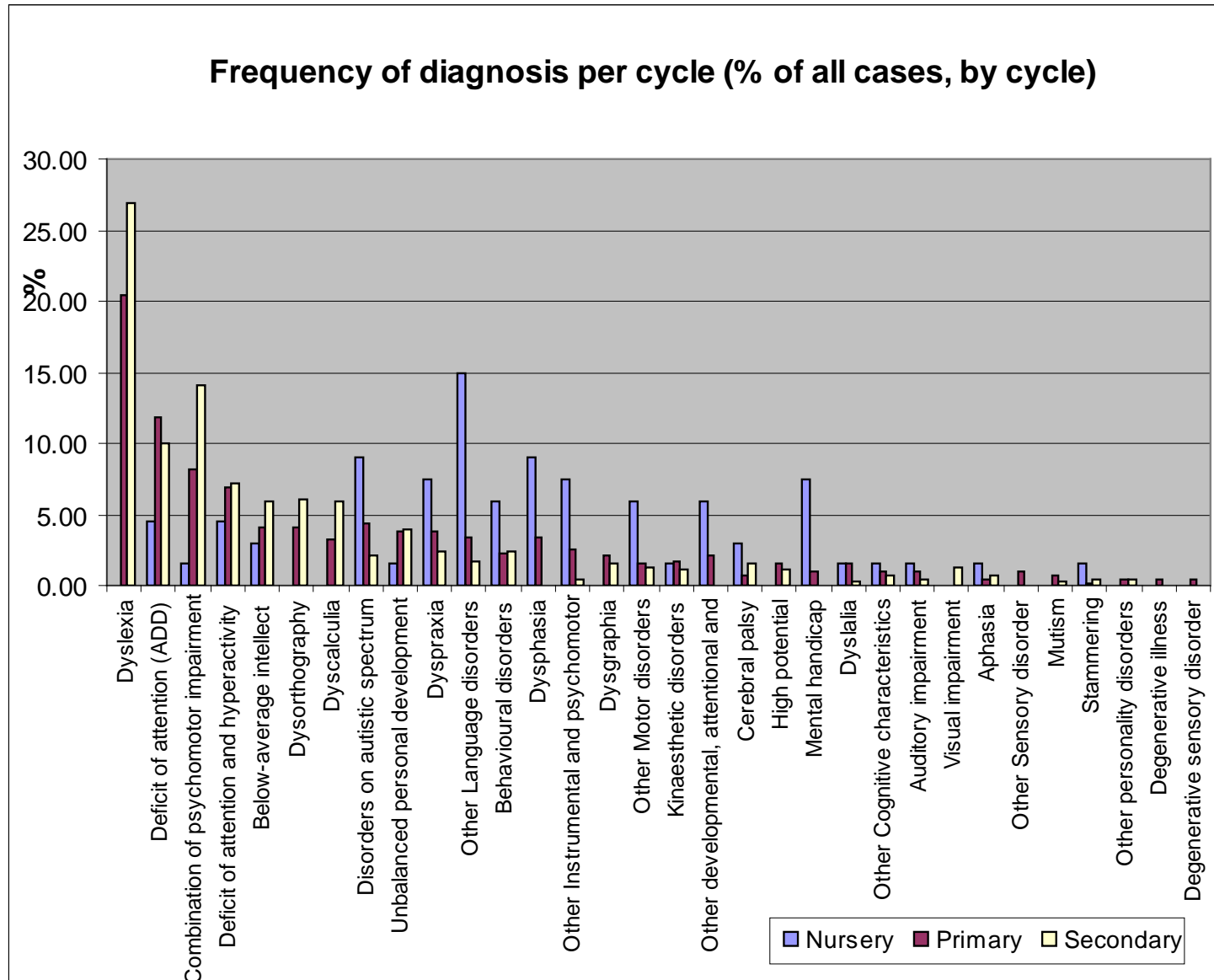


Chart 9: Promotion/progress of SEN pupils (%)

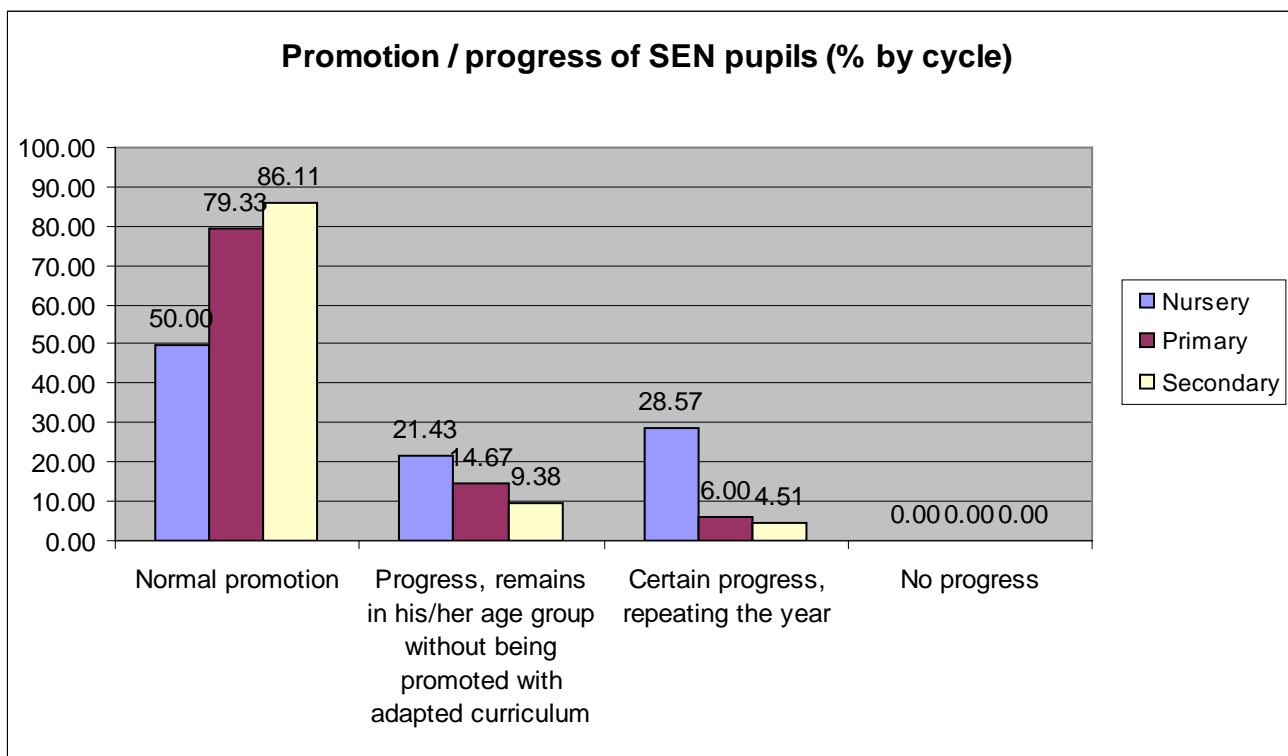
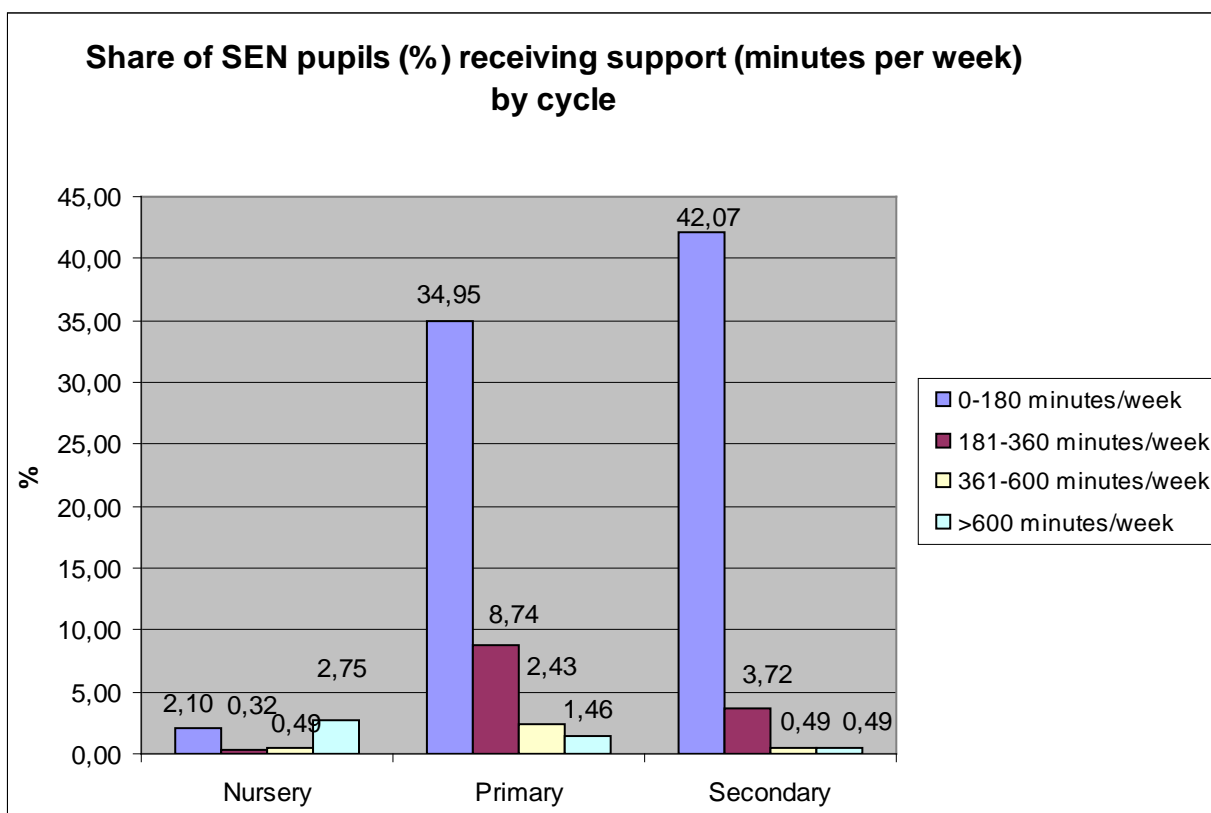


Chart 10: Proportion of SEN pupils (%) receiving support (minutes per week)



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

Chart 11: Use of the SEN budget, by cycle

