



**Schola Europaea**

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 2015-2016**

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**APPROVED BY THE BOARD OF GOVERNORS OF 4-6 APRIL 2017**

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## Introduction

The Educational Support Policy has been in force since 1 September 2013. The reporting period in this report is the 2015-2016 school year.

The European Schools use the school Management System (SMS) for the administration of pedagogical areas. The use of SMS enables there to be smooth data collection and serves to develop quality assurance across the system. The data collected from the SMS were sent to the schools for factual checking on 14 November and the schools had two weeks in which to send back the corrected information to the OGSES. The schools' data were collected on 31 August 2016, the last day of the 2015-2016 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 16 January 2017.

This report on Educational Support includes information about General and Moderate Support, Intensive Support B (ISB) and Intensive Support A (ISA). The provision of Educational Support is tracked by schools, cycles and types of support. When reporting on General and Moderate Support and on ISB, two consecutive school years can be presented. When reporting on ISA, a four-year pattern of development can be presented and a similar structure and format of tables and charts is used as in the years 2013-2015 reports. This report refrains from interpretation, apart from the final chapter, in which the main findings have been highlighted.

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 situation of the European School, Culham is quite exceptional, as the school is being phased out and will close at the end of the 2016-2017 school year. The Nursery has already closed and only one year group, P5, is left in the Primary. Most of the pupils will continue their education at Europa school UK in Culham in the next school year. These special conditions create special needs in terms of Educational Support provision at the European School, Culham. In reporting on Educational Support according to the type of support by cycles, year groups and language sections, the data for the European School, Culham are not presented, nor are they included in the calculation of the average. In order to present an accurate picture of provision of Educational Support at the European School, Culham its results are presented in a chapter given over especially to the European School, Culham.

The total number of pupils in the European Schools on 31 August 2016 was 25 997, including 456 pupils studying at the European School, Culham. Without those studying at Culham, the total number of pupils was 25 541. This number of pupils is used when referring to the total number of pupils in the European Schools.

## 1. Overview of the Educational Support provided in the European Schools

### 1.1. Numbers and percentages of pupils receiving different forms of Educational Support

The total number of pupils in the European Schools has been increasing year on year and is now 25 541, not including the 456 pupils who are studying at the European School, Culham. The number of pupils receiving Educational Support has also been increasing year on year.

All forms of support are used in almost all the schools. The most common form of support is General Support, followed by Moderate Support. Intensive Support B (ISB) is not used in all schools. Some schools offer markedly more General Support (Alicante, Brussels IV, Luxembourg II, Munich), whilst in other schools the amount of General and Moderate Support is almost equal (Bergen, Brussels II, Brussels III, Frankfurt, Karlsruhe and Mol).

The structure of studies, the curriculum and the individual needs of pupils have an impact on choices of form of support but the use of such support in the Nursery/Primary (N/P) and Secondary (S) cycles is remarkably different at Alicante, Brussels III, Brussels IV, Frankfurt and Varese.

There was a slight decrease in provision of General Support and ISB, and a slight increase in Moderate Support and ISA provision compared with the previous school year.

**Table 1: Equivalent percentage of pupils enrolled on an Educational Support Course (% of pupils receiving Educational Support compared with total number of pupils in the schools in the years 2014-2015 and 2015-2016)**

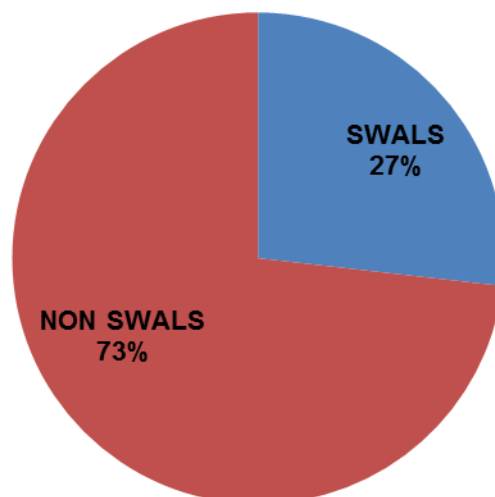
	<i>General</i>		<i>Moderate</i>		<i>Intensive B</i>		<i>Intensive A</i>	
	<b>14-15</b>	<b>15-16</b>	<b>14-15</b>	<b>15-16</b>	<b>14-15</b>	<b>15-16</b>	<b>14-15</b>	<b>15-16</b>
Ali	20.28%	25.76%	6.73%	11.16%	0.10%	0.00%	2.18%	1.42%
Ber	9.91%	9.17%	7.43%	8.09%	0.00%	0.18%	1.06%	1.26%
B I	18.55%	17.69%	4.89%	3.29%	0.55%	0.50%	3.15%	3.14%
B II	9.95%	15.17%	14.90%	15.03%	0.03%	0.00%	4.99%	6.37%
B III	10.03%	10.10%	11.48%	9.47%	4.39%	3.23%	4.46%	4.47%
B IV	19.86%	27.91%	6.69%	7.05%	1.67%	1.16%	1.81%	2.44%
Frf	22.92%	16.45%	11.42%	19.48%	4.06%	0.83%	1.61%	1.86%
Kar	25.32%	27.91%	15.69%	26.68%	0.80%	1.22%	4.01%	5.26%
Lux I	8.54%	10.80%	2.46%	2.77%	9.22%	9.10%	3.94%	4.15%
Lux II	29.90%	28.40%	0.93%	7.53%	0.00%	0.00%	4.18%	4.50%
Mol	48.83%	29.00%	15.96%	23.39%	0.28%	0.00%	0.41%	1.09%
Mun	28.26%	21.73%	5.88%	4.72%	2.17%	1.32%	4.11%	4.32%
Var	17.74%	14.23%	9.37%	7.45%	0.14%	0.44%	3.36%	3.36%
<b>TOTAL</b>	<b>18.76%</b>	<b>18.54%</b>	<b>7.78%</b>	<b>9.10%</b>	<b>2.27%</b>	<b>1.90%</b>	<b>3.44%</b>	<b>3.80%</b>

The use of ISB varies between schools and cycles. It is remarkable that ISB, which could be used for intensive language support for a pupil who is unable to access the standard curriculum, is not used at all in four schools; Alicante, Brussels II, Luxembourg II and Mol. On the other hand, Luxembourg I uses ISB quite considerably (9.1%). Only a relatively small proportion of the pupils receiving ISB are SWALS (Table 2, Chart 1).

**Table 2: Percentage of SWALS receiving ISB**

	<b>SWALS</b>	<b>NON-SWALS</b>	<b>TOTAL</b>
<b>2014-2015</b>	44%	56%	100%
<b>2015-2016</b>	27%	73%	100%

**Chart 1: Breakdown (%) of pupils receiving ISB by SWALS/NON-SWALS status**



Since the year 2013, the number of pupils receiving ISA has increased from 792 to 971 pupils, which is equivalent to 3.8% of the European Schools' total pupil population and an increase of more than 22% in the space of four years.

**Table 3: Percentage of the total population and absolute number of pupils receiving ISA in the European schools**

<b>November/2013</b>	<b>November/2014</b>	<b>August/2015</b>	<b>August/2016</b>
3.23%	3.37%	3.44%	3.80%
N=792	N=855	N=874	N=971

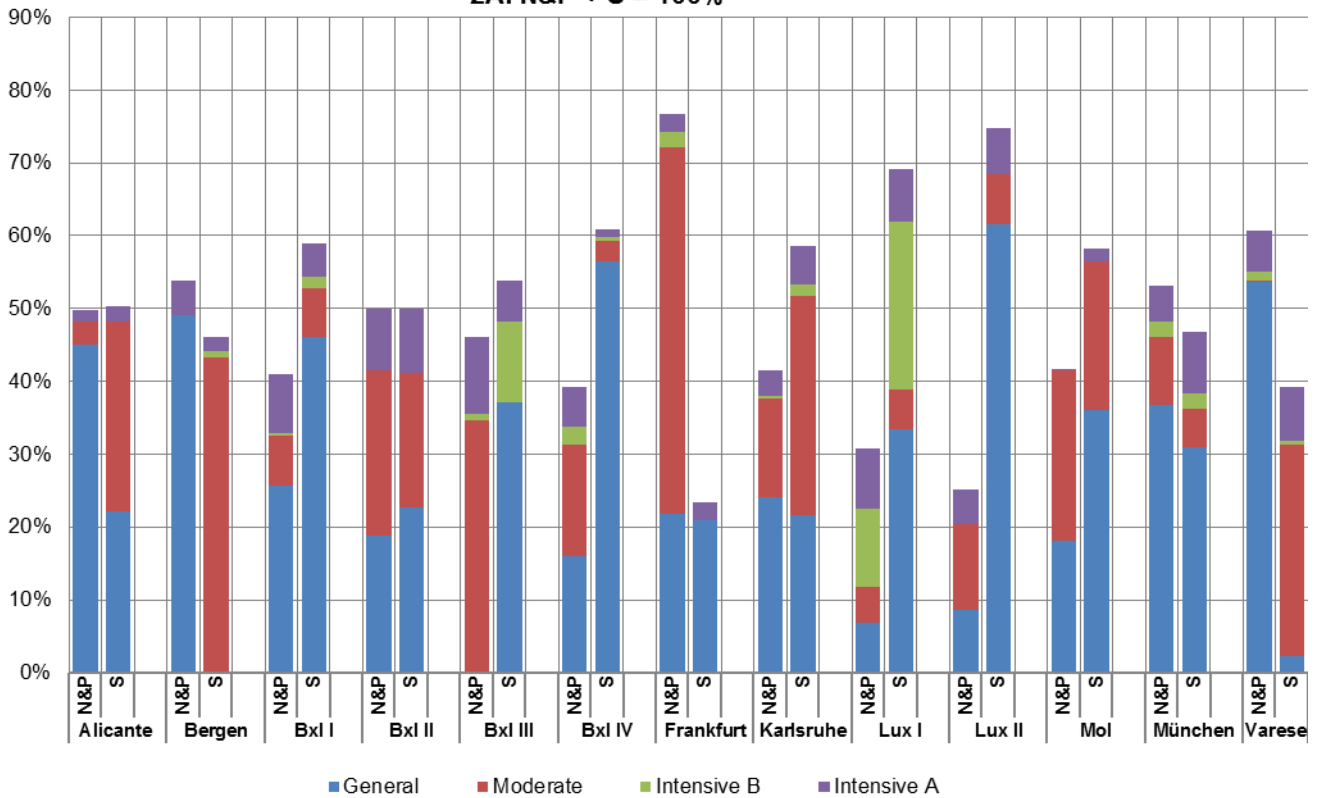
## **1.2. Distribution of different forms of support by school and by cycle**

In many schools, the number of pupils receiving Educational Support is balanced between the cycles. In three schools this is not the case: at Frankfurt almost 80% of pupils receiving Educational Support are in the Nursery/Primary cycle. The difference between the cycles was also detected last year and has been growing.

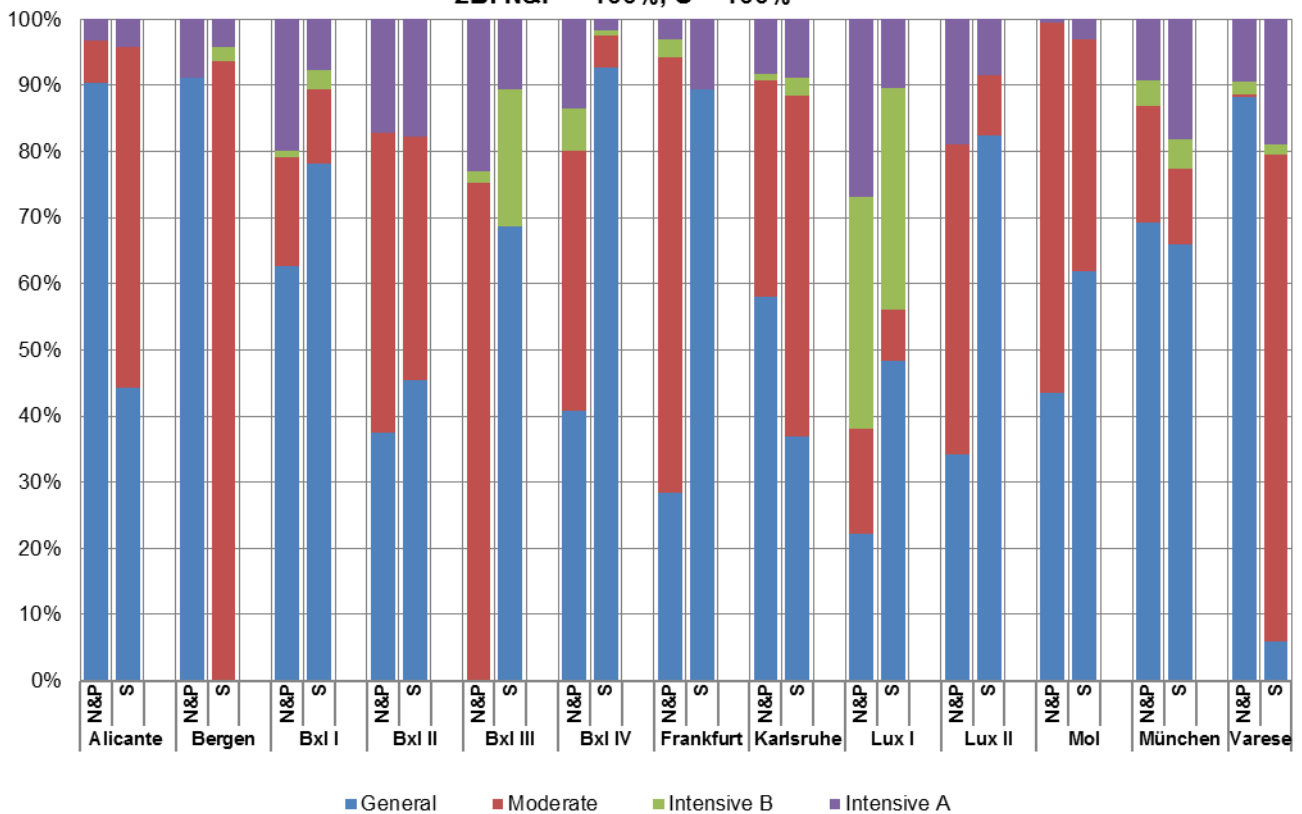
The situation is the opposite at the Luxembourg I and Luxembourg II Schools, where around 70% of pupils receiving Educational Support are in the Secondary cycle. This was also reported last year.

**Charts 2A and 2B: Proportion of pupils receiving different kinds of support by school and by cycle**

**2A: N&P + S = 100%**



**2B: N&P = 100%, S = 100%**



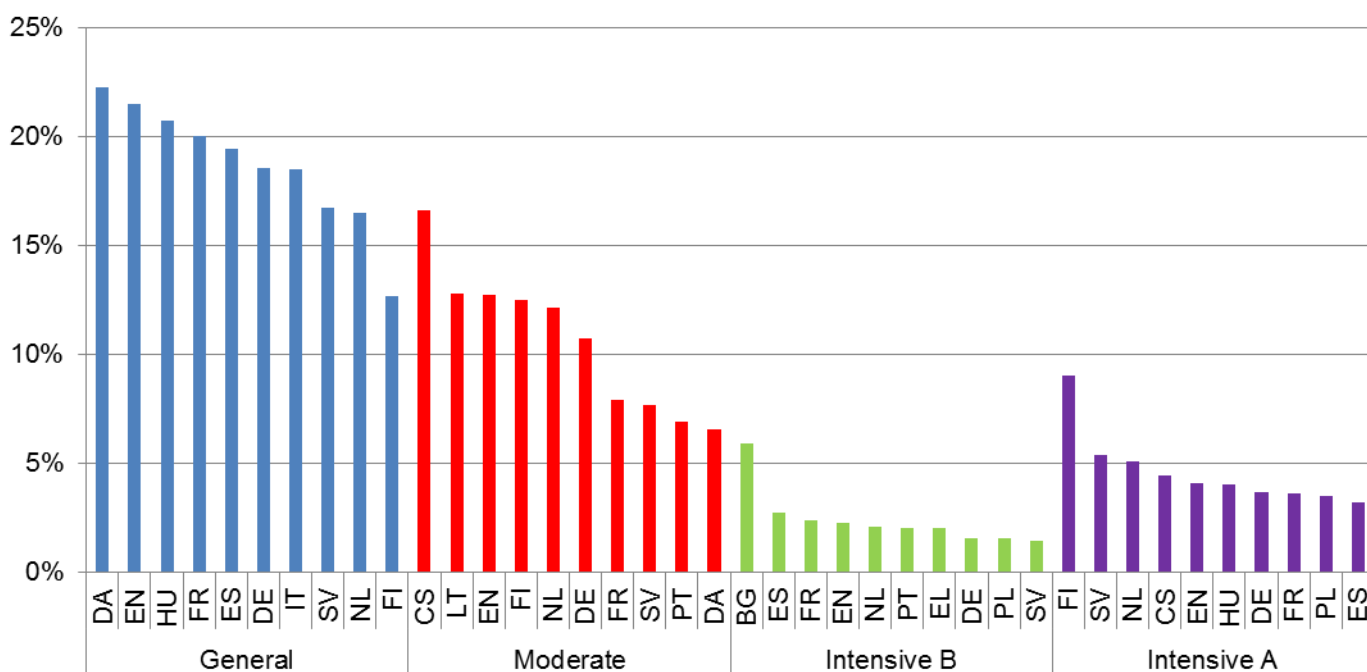
### 1.3. Distribution of different forms of support by language section

Broadly speaking, most of the General and Moderate Support and ISB are provided in the English, French and German sections in all cycles. These sections account for around 70% of these forms of support in the entire European School system. The percentage of pupils in these sections compared with the total number of pupils in the European School system is 64%.

In Chart 3 below, the ratio between the total number of pupils and those receiving support in each language section and for each form of support is shown. General Support is most common (more than 20% of pupils receiving support) in the Danish, English and Hungarian language sections and in four other language sections the percentage is either 20% or just under.

Moderate Support is most commonly used in the Czech section, ISB in the Bulgarian section and ISA in the Finnish, Swedish and Dutch sections.

**Chart 3: Proportion of pupils receiving support in the language sections (top 10 for each form of support)**



### 1.4. Distribution of different forms of support by subjects

The data gathered from the schools show that General Support is provided mainly in Language 1 (L1), Language 2 (L2) and mathematics, accounting for 74% in total of the General Support provided in the European Schools. L1 has clear priority in the Nursery/Primary cycle, whilst in the Secondary cycle, L2 and Mathematics have priority. 25% of General Support across the European School system is provided in Mathematics, in both cycles. Almost 10% of the General Support provided did not correspond to any subject, Learning to Learn skills or social skills but was reported as 'Other'.

L1 is very much predominant in the provision of Moderate Support, accounting for 34% of the total of that type of support provided in the European Schools. This is especially true in the Nursery, where 67% of Moderate Support is allocated to L1, whilst in the Primary it is 38%. In the Secondary cycle the allocation of Moderate Support is distributed equally between L1 and L2. Moderate Support is often allocated to Mathematics in all cycles (more than 20%) and in the Secondary also to Physics (17%). Learning to Learn competence is supported by this form of support mostly in the Nursery (18%) and in the Primary (9%).

In the Nursery ISB is mostly provided in L1 (90%), in the Primary in L2 (66%) and in L1 (30%). In the Secondary ISB is mostly provided in L2 (46%) and in Mathematics (36%).

### **1.5. General and Moderate Support and ISB courses**

One course is intended to be a combination of a pupil sitting in a class and receiving teaching from a teacher.

As Table 4 below shows, the largest number of courses is in General Support, followed by Moderate Support. In comparison with the previous school year there was a 45% increase in General Support courses, whilst the increase in Moderate Support courses was as much as 71%. ISB courses are the least common and here there was a 42% decrease in comparison with the previous school year.

In relation to the duration of the courses (Table 5), most courses last longer than six months (General Support 67% of all courses, Moderate Support 70% and ISB 80%), even though General Support and ISB are, according to the Policy, supposed to be short term.

In relation to the number of pupils on courses (Table 6), General Support is mostly provided for groups of pupils, whilst Moderate Support and ISB are quite often also provided for individual pupils.



**Table 4: Number and pattern of development of General and Moderate Support and ISB**

	<i>General Support</i>			<i>Moderate Support</i>			<i>ISB</i>		
	2014-2015	2015-2016	Variation %	2014-2015	2015-2016	Variation%	2014-2015	2015-2016	Variation%
Alicante	134	181	35.1%	68	182	167.6%	5	-	-100.0%
Bergen	27	36	33.3%	12	13	8.3%	-	1	
Brussels I	152	152	0.0%	145	119	-17.9%	27	14	-48.1%
Brussels II	98	114	16.3%	122	489	300.8%	1	-	-100.0%
Brussels III	51	50	-2.0%	171	164	-4.1%	52	29	-44.2%
Brussels IV	123	794	545.5%	68	84	23.5%	228	29	-87.3%
Culham	93			7			-		
Frankfurt	104	75	-27.9%	58	71	22.4%	14	7	-50.0%
Karlsruhe	92	176	91.3%	60	42	-30.0%	7	5	-28.6%
Luxembourg I	62	114	83.9%	58	69	19.0%	74	139	87.8%
Luxembourg II	155	109	-29.7%	21	176	738.1%	-	-	
Mol	91	53	-41.8%	26	51	96.2%	2	-	-100.0%
Munich	181	159	-12.2%	43	41	-4.7%	19	21	10.5%
Varese	77	69	-10.4%	38	33	-13.2%	2	6	200.0%
<b>TOTAL</b>	<b>1 440</b>	<b>2 082</b>	<b>44.6%</b>	<b>897</b>	<b>1 534</b>	<b>71.0%</b>	<b>431</b>	<b>251</b>	<b>-41.8%</b>

Table 5: Number of courses by duration in the 2015-2016 school year

	<i>General Support</i>			<i>Moderate Support</i>			<i>ISB</i>		
	0-3 months	3-6 months	>6 months	0-3 months	3-6 months	>6 months	0-3 months	3-6 months	>6 months
Alicante	7	24	150	16	67	99	-	-	-
Bergen	-	-	36	-	-	13	1	-	-
Brussels I	12	32	108	2	5	112	7	5	2
Brussels II	-	18	96	182	98	209	-	-	-
Brussels III	1	5	44	4	7	153	3	11	15
Brussels IV	32	174	588	3	13	68	5	-	24
Frankfurt	8	42	25	-	4	67	-	1	6
Karlsruhe	69	48	59	-	-	42	-	2	3
Luxembourg I	55	59	-	11	6	52	-	6	133
Luxembourg II	10	41	58	10	23	143	-	-	-
Mol	17	15	21	-	-	51	-	-	-
Munich	3	5	151	-	-	41	-	4	17
Varese	3	-	66	1	2	30	1	3	2
<b>TOTAL</b>	<b>217</b>	<b>463</b>	<b>1 402</b>	<b>229</b>	<b>225</b>	<b>1 080</b>	<b>17</b>	<b>32</b>	<b>202</b>

**Table 6: Number of courses by pupils in class in the 2015-2016 school year**

	<i>General Support</i>			<i>Moderate Support</i>			<i>ISB</i>		
	1 pupil	2-5 pupils	>5 pupils	1 pupil	2-5 pupils	>5 pupils	1 pupil	2-5 pupils	>5 pupils
Alicante	13	101	67	45	77	60	-	-	-
Bergen	-	36	-	2	10	1	1	-	-
Brussels I	4	98	50	90	28	1	12	2	-
Brussels II	5	79	30	241	208	40	-	-	-
Brussels III	2	14	34	5	75	84	11	11	7
Brussels IV	1	149	644	65	19	-	6	23	-
Frankfurt	8	42	25	11	56	4	4	3	-
Karlsruhe	69	48	59	8	33	1	2	3	-
Luxembourg I	55	59	-	28	41	-	48	61	30
Luxembourg II	7	63	39	29	147	-	-	-	-
Mol	14	30	9	11	19	21	-	-	-
Munich	5	139	15	20	21	-	5	16	-
Varese	15	37	17	6	22	5	6	-	-
<b>TOTAL</b>	<b>198</b>	<b>895</b>	<b>989</b>	<b>561</b>	<b>756</b>	<b>217</b>	<b>95</b>	<b>119</b>	<b>37</b>

## 2. ISA

### 2.1 Pattern of development of the number of pupils receiving ISA

The percentage of pupils receiving ISA is 3.8% of all pupils on roll in the European Schools and 11.4% of pupils receiving Educational Support in the European Schools. The number of pupils receiving ISA has increased by 0.5% since the previous school year. The percentage of pupils receiving ISA is slightly higher in the Nursery/Primary cycles (52.8%) than in the Secondary cycle (47.2%).

**Table 7: Number and percentage of pupils receiving ISA – Pattern of development from the year 2013 to August 2016**

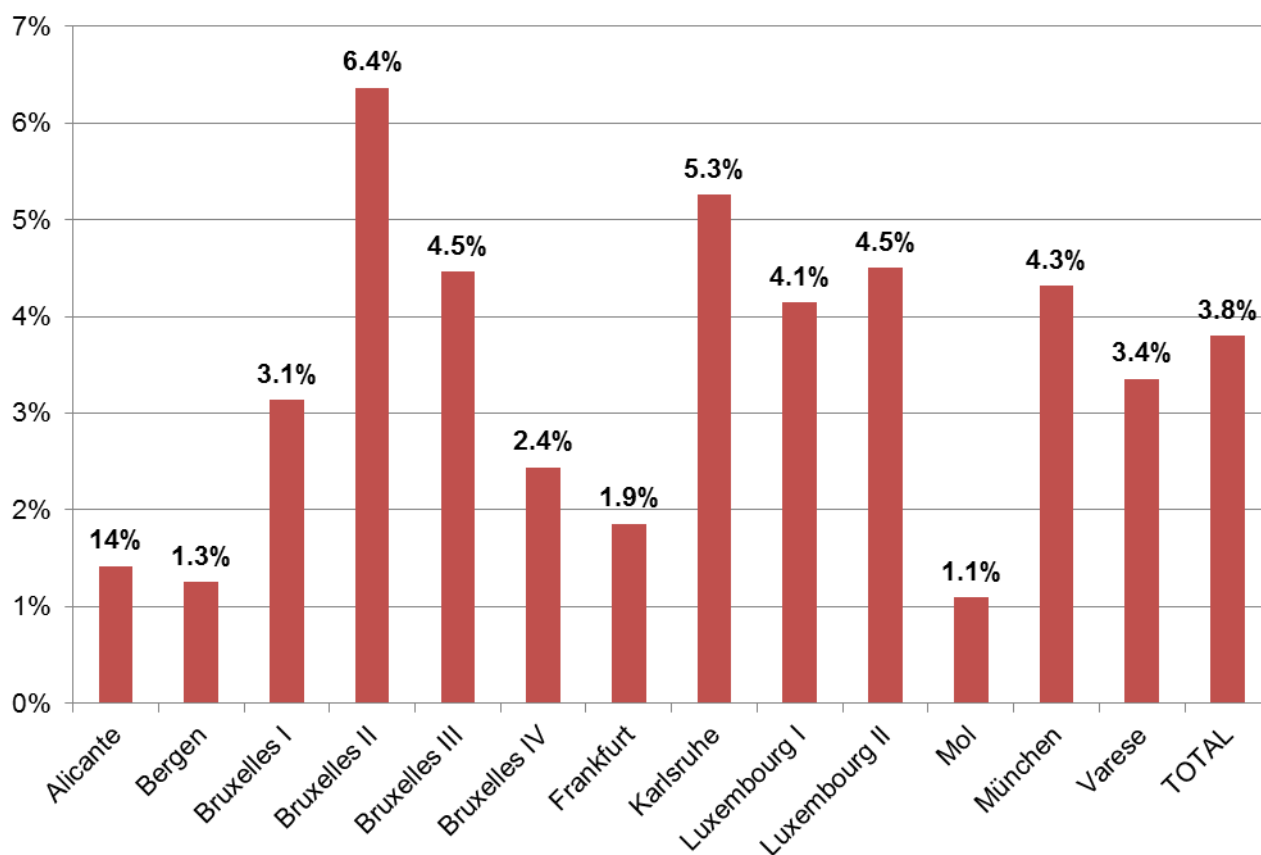
school	ISA pupils Nursery & Primary				ISA pupils Secondary				Total number of Pupils				% ISA Pupils			
	2013	2014	08/15	08/16	2013	2014	08/15	08/16	2013	2014	08/15	08/16	2013	2014	08/15	08/16
Alicante	10	22	5	6	7	8	17	8	1 042	1 007	1 007	986	1.63	2.98	2.18	1.42
Bergen	4	4	4	5	1	2	2	2	565	552	552	556	0.88	1.09	1.09	1.26
Brussels I	45	45	55	68	69	86	48	38	3 083	3 278	3 278	3 375	3.70	4.00	3.14	3.14
Brussels II	75	80	89	94	86	65	58	97	3 078	2 958	2 958	3 000	5.23	4.90	4.97	6.37
Brussels III	67	68	83	87	30	46	46	47	2 870	2 906	2 906	3 000	3.38	3.92	4.44	4.47
Brussels IV	31	31	30	51	10	12	11	10	1 932	2 263	2 263	2 497	2.12	1.90	1.81	2.44
Frankfurt	7	11	11	13	11	12	12	14	1 247	1 424	1 424	1 453	1.44	1.62	1.62	1.86
Karlsruhe	22	17	17	17	20	18	18	26	925	863	863	817	4.54	4.06	4.06	5.26
Lux I	43	38	59	69	42	53	58	60	2 786	2 972	2 972	3 110	3.05	3.06	3.94	4.15
Lux II	23	41	39	46	48	52	55	61	2 101	2 243	2 243	2 377	3.38	4.15	4.19	4.50
Mol	1	1	1	1	2	2	2	7	738	723	723	731	0.41	0.41	0.41	1.09
Munich	42	29	32	36	59	60	61	62	2 183	2 237	2 237	2 269	4.63	3.98	4.16	4.32
Varese	9	17	20	20	19	21	27	26	1 397	1 422	1 422	1 370	2.00	2.67	3.31	3.36
<b>Total</b>	<b>379</b>	<b>404</b>	<b>445</b>	<b>513</b>	<b>404</b>	<b>437</b>	<b>415</b>	<b>458</b>	<b>23 947</b>	<b>24 848</b>	<b>24 848</b>	<b>25 541</b>	<b>3.27</b>	<b>3.38</b>	<b>3.46</b>	<b>3.80</b>

## 2.2 Pupils receiving ISA by school and by cycle

The European School, Brussels II has the highest percentage (6.4%) of pupils receiving ISA, followed by the European School, Karlsruhe (5.3%). There are five schools where the percentage of pupils receiving ISA is close to 4%. Those schools are Brussels III, Luxembourg I, Luxembourg II and Munich. This situation is similar to what it was in the previous school year.

A low percentage – under 2% - of pupils receiving ISA is to be found at Mol (1.1%), at Bergen (1.3%), at Alicante (1.4%) and at Frankfurt (1.9%).

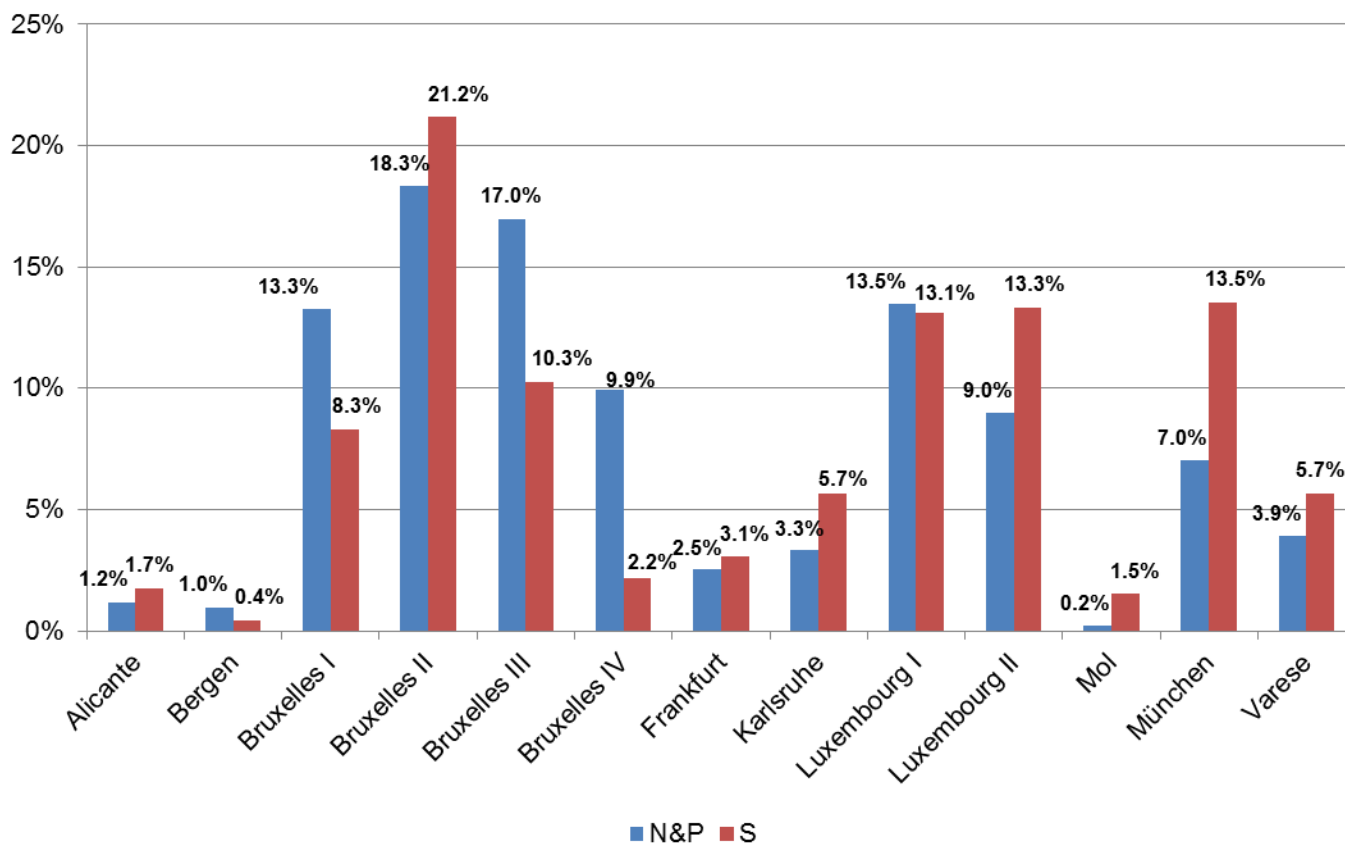
**Chart 4: Percentage of pupils receiving ISA compared with total number of pupils on roll in the school**



The total number of pupils receiving ISA in the Nursery cycle is 40 (4.1%), in the Primary cycle it is 473 (48.7%) and in the Secondary it is 458 (47.2%).

The breakdown of ISA agreements between the Nursery/Primary and Secondary cycles differs across the schools. In three schools in Brussels (I, III, IV) there are more ISA agreements in the Nursery/Primary, whilst at the Brussels II, Karlsruhe, Luxembourg II, Mol, Munich and Varese European Schools, the situation is the opposite. In the remainder of the schools the breakdown of ISA agreements between the cycles is more or less balanced.

**Chart 5: Proportion of pupils receiving ISA by school and by cycle (% of all pupils with ISA)**



### 2.3 Pupils receiving ISA by language sections

When different language sections are compared, the Finnish, Dutch and Swedish language sections have significantly more ISA agreements than average (over 5%). The Lithuanian language section has the lowest average of ISA agreements (1.6%).

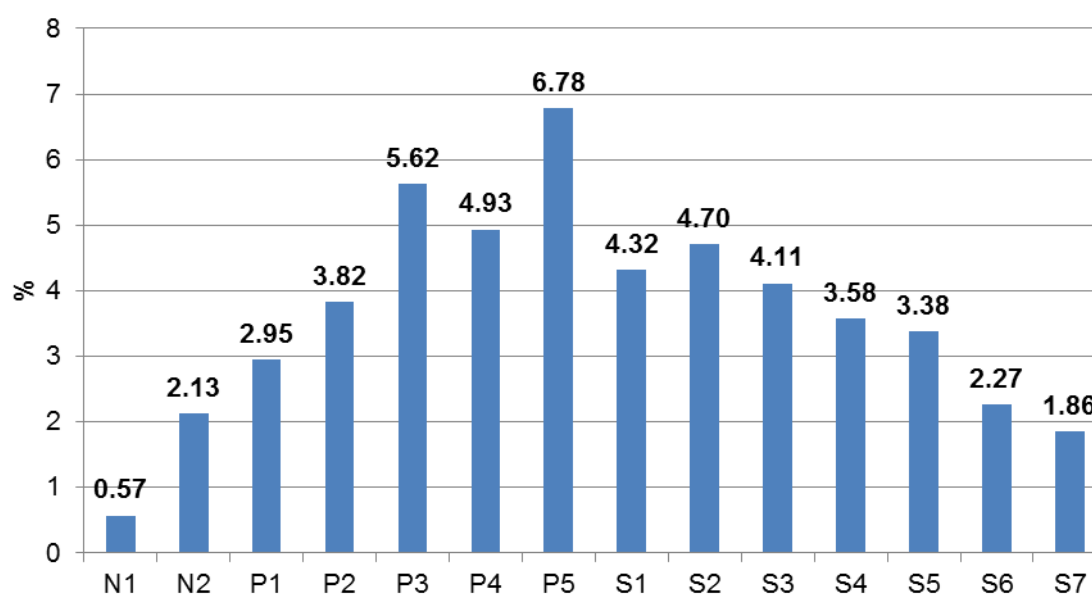
**Table 8: Pupils (%) receiving ISA by language section – Pattern of development November 2013 – August 2016**

<i>Lang. sect.</i>	<i>2013</i>	<i>2014</i>	<i>14/15</i>	<i>15/16</i>
BG	5.00	3.23	0.00	2.94
CS	3.76	3.02	3.02	4.43
DA	3.27	3.34	2.71	2.84
DE	3.14	3.18	3.34	3.67
EL	2.57	3.51	3.51	3.09
EN	4.07	3.74	3.67	4.06
ES	2.48	3.16	2.84	3.17
FI	6.70	7.45	9.50	9.00
FR	2.87	3.10	3.03	3.58
HU	3.72	4.18	4.56	4.00
IT	2.43	2.89	3.19	2.91
LT	0.93	0.00	0.89	1.60
NL	3.38	3.53	3.97	5.05
PL	1.49	1.78	1.78	3.49
PT	3.15	2.99	3.20	2.43
RO	0.00	2.22	2.22	2.56
SV	3.80	4.44	5.00	5.34
<b>TOT</b>	<b>3.23</b>	<b>3.37</b>	<b>3.44</b>	<b>3.80</b>

#### 2.4 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 P5, with 6.8%.

**Chart 6: Percentage of pupils receiving ISA by class (% of the total population in the year group)**



## 2.5 Diagnoses of pupils receiving ISA

There is an extremely wide range of disabilities and difficulties for which appropriate support and compensation are expected to be provided under the Educational Support Policy. The aim of the survey was to identify the most common diagnosis for seeking Educational Support.

The most common diagnosis group is psychomotor impairments, which include diagnoses such as dyslexia, dyscalculia, dysorthography, dyspraxia and their combinations. This school year psychomotor impairments as a reason to receive support went up to almost 49%.

Nearly one fifth (19.7%) of pupils receiving ISA had a dyslexia diagnosis. Even though this is a decrease in comparison with the previous school year (25%), it is still the most common diagnosis in both the Secondary and Primary cycles. In the Secondary cycle, it is even more common, accounting for almost 59% 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 numbers 38 cases, which is a similar number to the previous school year.

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

**Chart 7: Diagnosis groups (%)**

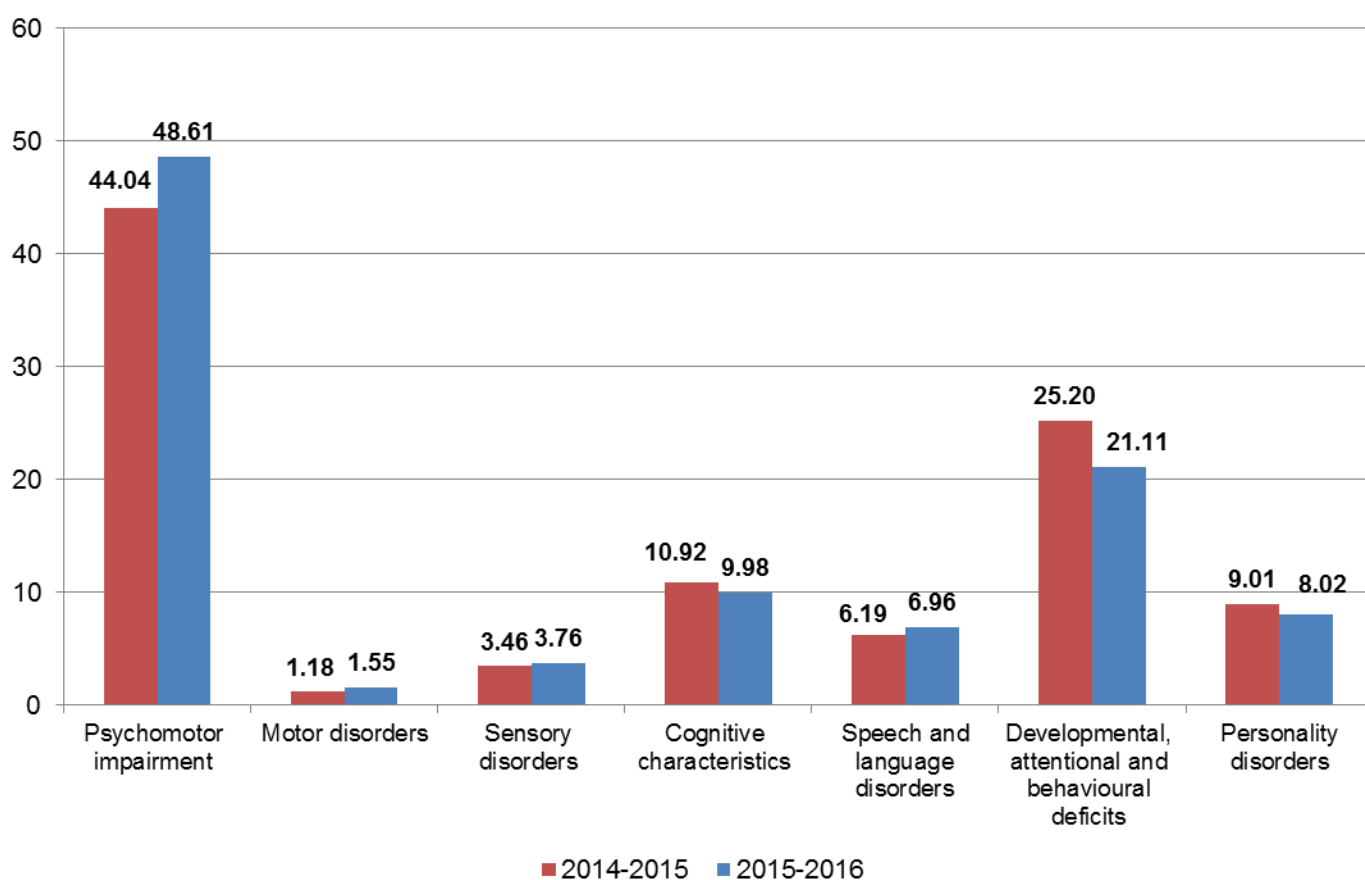
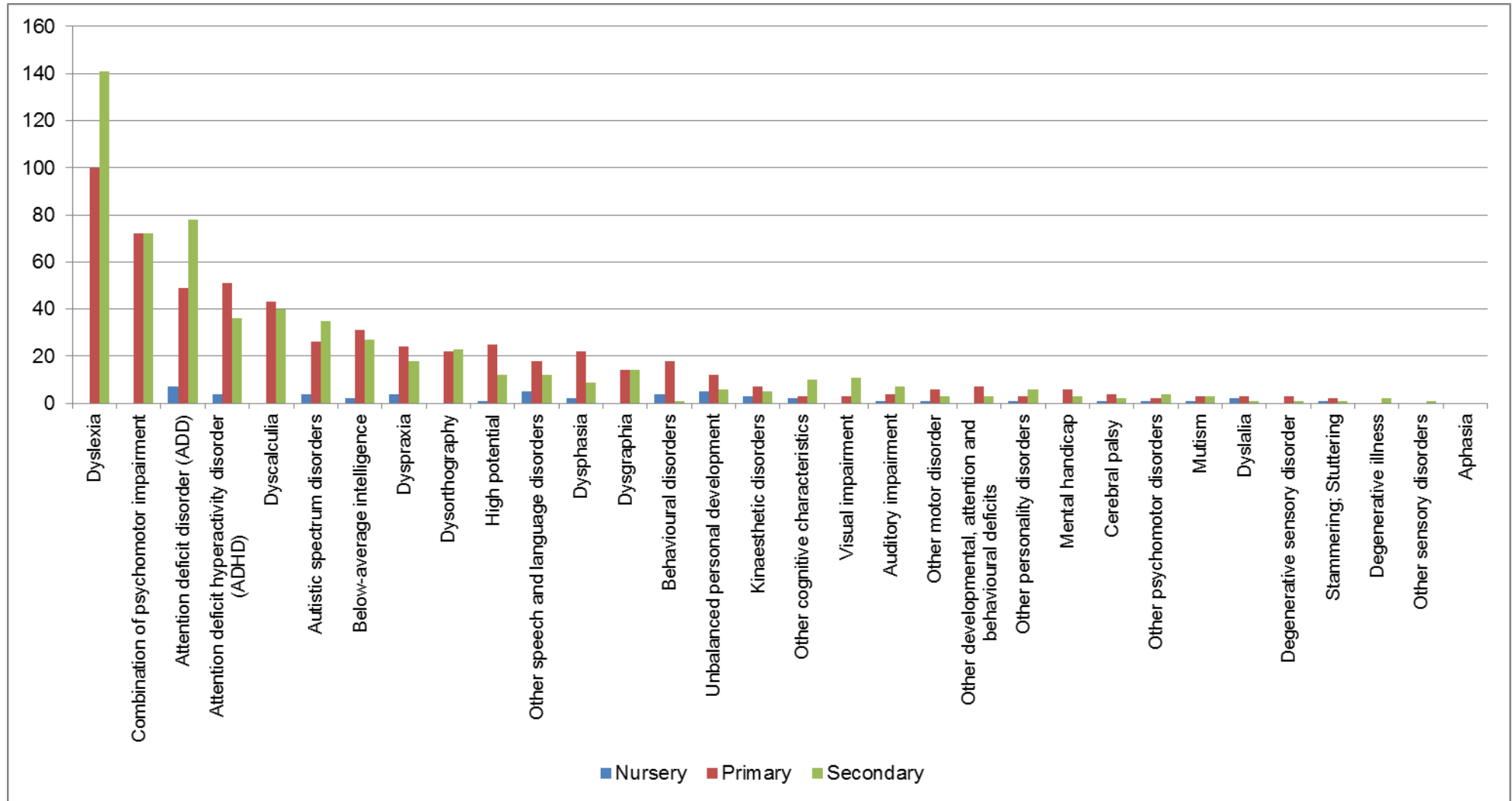




Chart 8: Frequency of diagnosis by cycle (number of cases receiving ISA by cycle)



## 2.6 ISA by subjects

In the Nursery cycle, most ISA is provided in L1 (26.3%), in the area of General cognitive development – Learning to Learn competence (17.1%) and in the learning area 'Me and Others' (17.1%), but ISA is also required in the other learning areas.

**Table 9: ISA by subjects in Nursery**

<b>NURSERY</b>	<b>Number of Pupils</b>	<b>%</b>
<i>Me and My Body / Physical development</i>	9	11.8%
<i>Me as a person / Personal development</i>	11	14.5%
<i>Me and Others / Social development</i>	13	17.1%
<i>Me and the World / Cognitive development :</i>		
- Learning to Learn / General Cognitive development	13	17.1%
- Language 1	20	26.3%
- ONL	0	0.0%
- Pre-mathematical skills	4	5.3%
- Environmental skills	3	3.9%
<i>Other</i>	3	3.9%
<b>Total</b>	<b>76</b>	<b>100.0%</b>

In the Primary the most frequently supported learning areas are L1 (41.7%), Learning to Learn (26.4%) and Mathematics (15.1%).

**Table 10: ISA by subjects in Primary**

<b>PRIMARY</b>	<b>Number of pupils</b>	<b>%</b>
<i>Cross-curricular Competences:</i>		
- Learning to Learn	186	28.4%
- Personal Development	28	4.3%
- Social Development	26	4.0%
<i>Subject Learning Areas:</i>		
- L1	273	41.7%
- ONL	0	0.0%
- L2	19	2.9%
- Mathematics	99	15.1%
- Discovery of the World	4	0.6%
- Art	2	0.3%
- Music	1	0.2%
- Physical Education	16	2.4%
- Religion	1	0.2%
- Ethics	0	0.0%
- European Hours	0	0.0%
<i>Other</i>	0	0.0%
<b>Total</b>	<b>655</b>	<b>100.0%</b>

In the Secondary, the most common subjects are L1 (45%), Mathematics (20.3%) and L2 (14.7%).

**Table 11: ISA by subjects (in descending order) in Secondary**

<i>Secondary</i>	<i>Number of pupils</i>	<i>%</i>
L1	299	45.0%
Mathematics	135	20.3%
L2	98	14.7%
Learning to Learn	46	6.9%
Integrated Science	14	2.1%
L3	13	2.0%
Other	13	2.0%
Biology	8	1.2%
Chemistry	8	1.2%
Physics	8	1.2%
Physical Education	7	1.1%
History	5	0.8%
Social skills	5	0.8%
Human Sciences	3	0.5%
Philosophy	2	0.3%
Geography	1	0.2%
Economy	0	0.0%
L4	0	0.0%
ONL	0	0.0%
Latin	0	0.0%
ICT	0	0.0%
Music	0	0.0%
Art	0	0.0%
Ethics	0	0.0%
Religion	0	0.0%
<b>Total</b>	<b>665</b>	<b>100.0%</b>

## 2.7 Benefit of Educational Support

The vast majority of pupils receiving ISA (85.7%) were promoted normally to the year above and 10.1% accompanied their year group without promotion. These results are very similar to those in the previous school year. The percentage of ISA pupils repeating a year is 4.1%, which is slightly lower than the previous year, when the figure was 5.15%. As a reference point, it should be noted that the total repeat rate in the European Schools in 2015 was 1.6.

**Table 12: 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	92.5%	82.8%	88.1%	85.7%
The pupil accompany his/her year group, without promotion	0.0%	13.6%	7.5%	10.1%
Repeating the year	7.5%	3.6%	4.4%	4.1%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Table 13: Pattern of development of promotion and progression of pupils (total %) 2013-2016**

<i>Promotion / Progress</i>	<i>2013</i>	<i>2014</i>	<i>08/2015</i>	<i>08/2016</i>
Normal promotion to the year above	85.65%	87.44%	85.5%	85.7%
The pupil accompanies his/her year group, without promotion	8.67%	7.41%	10.1%	10.1%
Repeating the year	5.68%	5.15%	4.4%	4.1%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## 2.8 Termination of ISA agreements in the 2015-2016 school year

For 134 pupils out of the total of 971 receiving ISA, the agreement was terminated. More than half of terminations of ISA agreements were in the Secondary cycle (77 pupils).

50 pupils out of 134 continued with another type of support, no longer needed Educational Support or continued with internal differentiation in class. This is 5.6% less than in the previous school year.

44 pupils, which is 0.17% of the total population on roll in the European Schools, moved to a school better suited to their needs. Most of these pupils were from the Secondary cycle (26 pupils, 59%). In the Nursery and primary, there were 18 such pupils (41%). There is no significant change compared with the previous school year.

For 6 pupils (4 in the primary, 2 in the secondary) the school declared itself unable any longer to meet the child's needs. In the last school year there were 10 such pupils. In relation to the total number of ISA agreements (971), this amounts to 0.6% and in relation to the total number of all European School pupils (25 541), the percentage this year was 0.04% (the % is similar to that in the previous year).

## 2.9 Staff working in ISA

The total number of staff working in the ISA area increased slightly, up from 456 to 485. The number of teachers increased from 347 to 368. Most of the support teachers worked in the Secondary cycle, numbering 225 (207 a year ago). In the Nursery/Primary cycle, 141 teachers worked in the field of Educational Support, which was almost the same number as a year ago.

The proportion of seconded and locally recruited teachers providing ISA remained similar compared with the previous school year. Teachers comprised 77% of all staff working in ISA, whilst in the 2014-2015 school year the figure was 76%.

The number of personal assistants increased from 96 to 103, accounting for 21% of the staff working in the ISA area.

The number of speech therapists, psychomotor therapists and occupational therapists who still had a contract as teachers was 12.

**Table 14: Staff providing ISA in the 2014-2015 and 2015-2016 school years**

<i>Staff providing ISA (Number of people per cycle)</i>	<i>school Year</i>	<i>Nursery &amp; Primary</i>		<i>Secondary</i>		<i>N&amp;P + S</i>	
		<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>
Locally recruited teacher	14/15	117	52.2%	156	67.2%	273	59.9%
	15/16	122	52.6%	159	62.8%	281	57.9%
Personal assistant	14/15	79	35.3%	17	7.3%	96	21.1%
	15/16	82	35.3%	21	8.3%	103	21.2%
Seconded teacher	14/15	23	10.3%	51	22.0%	74	16.2%
	15/16	21	9.1%	66	26.1%	87	17.9%
Speech therapist	14/15	4	1.8%	5	2.2%	9	2.0%
	15/16	5	2.1%	5	2.0%	10	2.2%
Psychologist	14/15	0	0.0%	2	0.9%	2	0.4%
	15/16	0	0.0%	2	0.8%	2	0.4%
Psychomotor therapist	14/15	1	0.4%	0	0.0%	1	0.2%
	15/16	2	0.9%	0	0.0%	2	0.4%
Occupational therapist	14/15	0	0.0%	1	0.4%	1	0.2%
	15/16	0	0.0%	0	0.0%	0	0.0%
Other	14/15	0	0.0%	0	0.0%	0	0.0%
	15/16	0	0.0%	0	0.0%	0	0.0%
<b>TOTAL</b>	<b>14/15</b>	<b>224</b>	<b>100.0%</b>	<b>232</b>	<b>100.0%</b>	<b>456</b>	<b>100.0%</b>
	<b>15/16</b>	<b>232</b>	<b>100.0%</b>	<b>253</b>	<b>100.0%</b>	<b>485</b>	<b>100.0%</b>

## 2.10 Time used for ISA

The total amount of ISA time per week was 185 665 minutes. In the previous school year it was 177 045 minutes, which is a 4.8% increase. The amount of ISA does not distinguish between support provided for groups or for individuals.

**Table 15: Pattern of development of ISA time and number of pupils receiving ISA agreements 2011-2015**

<i>School year</i>	<i>Support in minutes</i>	<i>Increase on the previous year</i>	<i>Number of pupils receiving ISA</i>	<i>Increase in pupils receiving ISA</i>
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%
2016	185 665	4.8%	971	11%

Most ISA time, namely 71%, was provided in the Nursery and Primary cycles, whereas in the year 2015, it was 74% and in the year 2014 it was 69%.

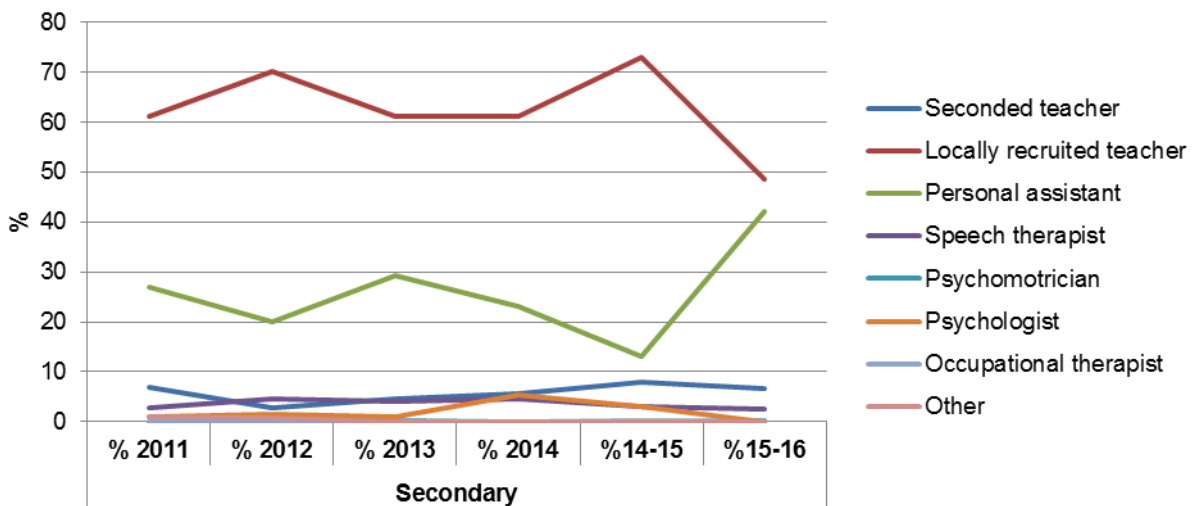
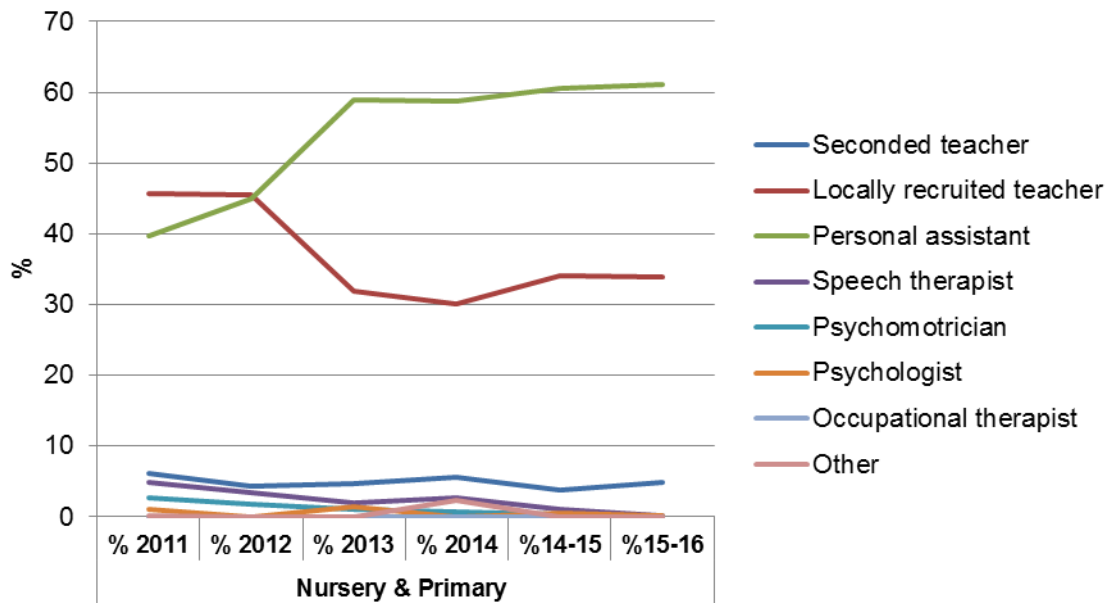
In both cycles there was a significant increase in assistance time allocated to pupils receiving ISA. In the Nursery and Primary cycles it was 61% of the total amount of time given to pupils with ISA by different professions, whilst in the last school year it was 35%. In the Secondary the assistance time given to pupils with ISA increased from 7% to 42.3%. The amount of Educational Support time provided by locally recruited teachers decreased in the Nursery and Primary from 52% to 34% and in the Secondary from 67% to 48%. Support provided by seconded teachers also decreased, in the Primary from 10% to 5% and in the Secondary from 22% to 6.6%.

The time allocated to therapists decreased to only 0.9%, representing a decrease in comparison with the 2014-2015 school year, when it was 2.4% of the total amount of support time.

**Table 16: Total amount of ISA time by cycle offered by different professions**

<i>ISA support/assistance Minutes per week</i>	<i>Nursery &amp; Primary</i>		<i>Secondary</i>		<i>Total</i>	
	<i>Minutes</i>	<i>%</i>	<i>Minutes</i>	<i>%</i>	<i>Minutes</i>	<i>%</i>
Personal assistant	80 496	61.1%	22 789	42.3%	103 285	55.6%
Locally recruited teacher	44 535	33.8%	26 130	48.5%	70 665	38.1%
Seconded teacher	6 300	4.8%	3 570	6.6%	9 870	5.3%
Speech therapist	135	0.1%	1 350	2.5%	1 485	0.8%
Psychologist	270	0.2%	0	0.0%	270	0.1%
Psychomotor therapist	0	0.0%	90	0.2%	90	0.0%
Occupational therapist	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%	0	0.0%
	<b>131 736</b>	<b>100.0%</b>	<b>53 929</b>	<b>100.0%</b>	<b>185 665</b>	<b>100.0%</b>

**Charts 9 and 10: Total amount of ISA support/assistance per week by different professions**



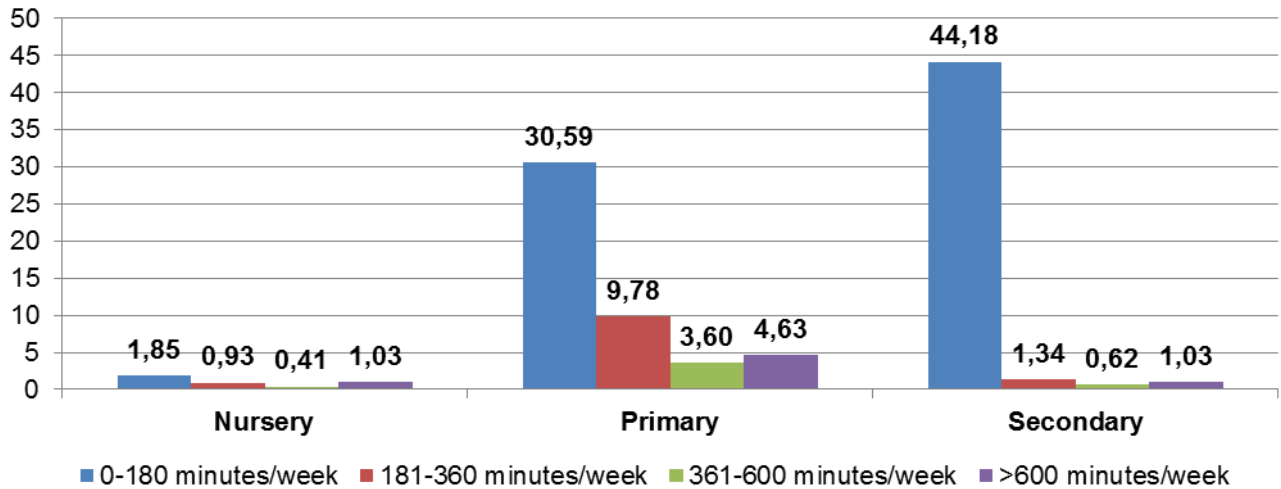
Most of the ISA provided was in the category *less than 180 minutes per week*, as has been the case for the last four years. The amount of ISA of between *181-360 minutes per week* was 12%, which was almost the same as in the previous year. The amount of support of between *361-600 minutes per week* was 4.63% and the amount of the most intensive support (more than 600 minutes per week) was 6.69%. These figures remained similar to those in the previous year.

**Table 17: Amount of ISA by cycle**

Amount of ISA	Nursery		Primary		Secondary		N+P+S	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
0-180 minutes/week	18	1.85	297	30.59	429	44.18	744	76.62
181-360 minutes/week	9	0.93	95	9.78	13	1.34	117	12.05
361-600 minutes/week	4	0.41	35	3.60	6	0.62	45	4.63
>600 minutes/week	10	1.03	45	4.63	10	1.03	65	6.69
	<b>41</b>	<b>4.22</b>	<b>472</b>	<b>48.61</b>	<b>458</b>	<b>47.17</b>	<b>971</b>	<b>100.00</b>



**Chart 11: Proportion of pupils with ISA (%) receiving support (minutes per week) by cycle**



### 2.11 Use of the ISA budget

The Educational Support budget was used mostly to pay the teachers' salaries, which account for 75%. The percentage of the budget used to pay assistants' salaries was 23.5%. The budget used for pedagogical material, including ICT for Educational Support purposes, was 1.5%.

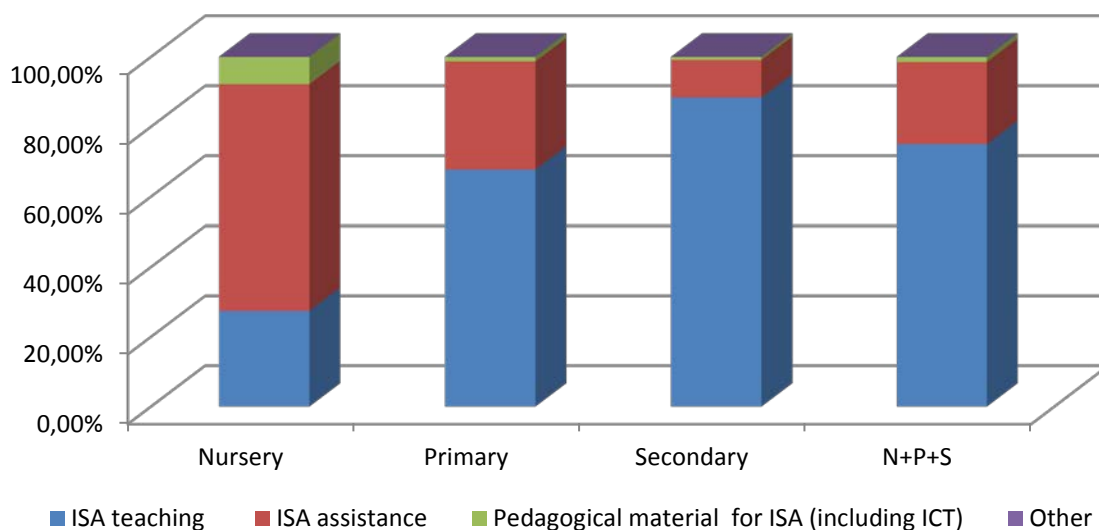
Broadly speaking, most of the budget in the Secondary cycle is used for ISA teaching, whilst in the Nursery/Primary cycles, the budget is used in more varied ways.

Nevertheless, there was a difference in use of the Educational Support budget between the schools and between the cycles. The figures above are similar to those in the previous school year.

**Table 18: 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>
ISA teaching	1.44%	33.36%	40.18%	74.98%
ISA assistance	3.40%	15.24%	4.90%	23.54%
Pedagogical material and equipment for ISA (including ICT)	0.41%	0.66%	0.40%	1.48%
Other	0.00%	0.00%	0.00%	0.00%
<b>Total</b>	<b>5.25%</b>	<b>49.27%</b>	<b>45.49%</b>	<b>100.00%</b>

**Chart 12: Use of the ISA budget within the cycles (% , average of all schools)**



### 3. Costs per pupil

The budget was calculated to match the 2015-2016 school year (4/12 months are from the 2015 budget and 8/12 months from the 2016 budget). It includes the costs of General and Moderate Support and ISB and ISA.

The total number of European School pupils enrolled on General Support courses was 4 735, Moderate Support 2 323, IAS 971 and IBS 485. The equivalent number of pupils enrolled on an Educational Support course in a school ranged between 18% and 61%.

The total cost of all forms of Educational Support in the 2015-2016 school year was €9 128 440. The average cost per pupil enrolled on an Educational Support course was €1 072, whilst in the previous school year it was €1 130. The average in relation to the total population was €358. In most of the schools, the costs per pupil enrolled on an Educational Support course were comparable, only in two schools were the costs significantly lower than in the others. In two schools, the costs exceeded €1 400.

The concrete figures on costs per pupil and on numbers of pupils receiving different forms of support in each school in the 2014-2015 and 2015-2016 school years are shown in the tables below.

**Table 19: Development of the cost per pupils in the 2014-2015 and 2015-2016 school years**

<i>school</i>	<i>2014-2015</i>	<i>2015-2016</i>
Alicante	€ 1 224.63	€ 973.91
Bergen	€ 1 121.38	€ 1 161.08
Brussels I	€ 1 387.01	€ 1 633.72
Brussels II	€ 1 412.38	€ 1 181.36
Brussels III	€ 1 337.83	€ 1 341.72
Brussels IV	€ 1 168.06	€ 804.58
Frankfurt	€ 362.11	€ 241.56
Karlsruhe	€ 1 001.83	€ 690.56
Luxembourg I	€ 1 471.96	€ 1 287.52
Luxembourg II	€ 1 148.77	€ 1 068.25
Mol	€ 426.19	€ 461.38
Munich	€ 911.27	€ 1 180.89
Varese	€ 1 250.19	€ 1 412.78
<b>TOTAL</b>	<b>€ 1 129.73</b>	<b>€ 1 072.17</b>

**Table 20: Budget in the 2015-2016 school year**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
<i>School</i>	<i>Budget</i>	<i>% of the total budget</i>	<i>No of pupils (total pop.)</i>	<i>% of the total pupil pop.</i>	<i>No of pupils receiving General Supp.</i>	<i>% of the pupil pop.</i>	<i>Number of pupils receiving Moderate Supp.</i>	<i>% of the pupil pop.</i>	<i>Number of pupils receiving ISB</i>	<i>% of the pupil pop.</i>	<i>Number of pupils receiving ISB</i>	<i>% of the pupil pop.</i>	<i>Total pupils receiving support (Sum F+H+J+L)</i>	<i>% of the pupil pop.</i>	<i>Budget per pupil (B/N)</i>
Ali	€ 368 139	4.0%	986	3.9%	254	5.4%	110	4.7%	0	0.0%	14	1.4%	378	4.4%	€ 973.91
Ber	€ 120 752	1.3%	556	2.2%	51	1.1%	45	1.9%	1	0.2%	7	0.7%	104	1.2%	€ 1 161.08
B I	€1 357 621	14.9%	3 375	13.2%	597	12.6%	111	4.8%	17	3.5%	106	10.9%	831	9.8%	€ 1 633.72
B II	€1 295 955	14.2%	3 000	11.7%	455	9.6%	451	19.4%	0	0.0%	191	19.7%	1 097	12.9%	€ 1 181.36
B III	€1 097 524	12.0%	3 000	11.7%	303	6.4%	284	12.2%	97	20.0%	134	13.8%	818	9.6%	€ 1 341.72
B IV	€ 774 812	8.5%	2 497	9.8%	697	14.7%	176	7.6%	29	6.0%	61	6.3%	963	11.3%	€ 804.58
Fkt	€ 135 513	1.5%	1 453	5.7%	239	5.0%	283	12.2%	12	2.5%	27	2.8%	561	6.6%	€ 241.56
Kar	€ 344 590	3.8%	817	3.2%	228	4.8%	218	9.4%	10	2.1%	43	4.4%	499	5.9%	€ 690.56
Lux I	€1 073 795	11.8%	3 110	12.2%	336	7.1%	86	3.7%	283	58.4%	129	13.3%	834	9.8%	€ 1 287.52
Lux II	€1 026 590	11.2%	2 377	9.3%	675	14.3%	179	7.7%	0	0.0%	107	11.0%	961	11.3%	€ 1 068.25
Mol	€ 180 399	2.0%	731	2.9%	212	4.5%	171	7.4%	0	0.0%	8	0.8%	391	4.6%	€ 461.38
Mun	€ 859 690	9.4%	2 269	8.9%	493	10.4%	107	4.6%	30	6.2%	98	10.1%	728	8.6%	€ 1 180.89
Var	€ 493 059	5.4%	1 370	5.4%	195	4.1%	102	4.4%	6	1.2%	46	4.7%	349	4.1%	€ 1 412.78
<b>TOT</b>	<b>€9 128 440</b>	<b>100.0%</b>	<b>25 541</b>	<b>100.0%</b>	<b>4 735</b>	<b>100.0%</b>	<b>2 323</b>	<b>100.0%</b>	<b>485</b>	<b>100.0%</b>	<b>971</b>	<b>100.0%</b>	<b>8 514</b>	<b>100.0%</b>	<b>€ 1 072.17</b>

In relation to total pupil population € 357.40

#### 4. European school, Culham

The total number of pupils on roll at the European School, Culham was 456 in the 2015-2016 school year, breaking down into 62 in P5 and 394 in the Secondary cycle (S1-S7).

The number of pupils receiving different forms of Educational Support and the percentage in relation to the total pupil population are shown in the table below:

**Table 21: Number of pupils receiving support + percentage in relation to the total pupil population of the European School, Culham**

	Nursery	Primary	%	Secondary	%
<b>General</b>	0	12	19.4%	41	10.4%
<b>Moderate</b>	0	6	9.7%	0	-
<b>ISB</b>	0	0	-	0	-
<b>ISA</b>	0	5	8.1%	8	2.0%
<b>TOTAL</b>	<b>0</b>	<b>23</b>	<b>37.1%</b>	<b>49</b>	<b>12.4%</b>

ISA was provided for 13 pupils, 5 of them in P5, 8 in different classes in the Secondary cycle.

**Table 22: ISA by class**

	Nursery	Primary	Secondary
<b>1</b>			3
<b>2</b>			
<b>3</b>			1
<b>4</b>			1
<b>5</b>		5	
<b>6</b>			2
<b>7</b>			1
<b>SUM TOTAL</b>	<b>0</b>	<b>5</b>	<b>8</b>

The most frequent diagnoses were dyslexia, attention deficit disorder (ADD) and dyscalculia.

General and Moderate Support was provided mostly in L1 and L2 in both cycles, ISA in Primary only in L1 (3 pupils) and in mathematics (2 pupils) and in the Secondary in L1 (2 pupils) and L2 (6 pupils).

In total, there were 10 members of the staff providing Educational Support, 2 teachers in the Primary and 7 teachers (1 seconded and 6 locally recruited) and 1 personal assistant in the Secondary.

The total number of support minutes per week was 420 in the Primary and 1 440 in the Secondary, 900 of those provided by the personal assistant.

The total budget in the school year was €161 629.33 which was similar that in the previous school year, whilst the budget per pupil was €2 244.85 which was almost double the amount in the 2014-2015 school year

**Table 23: Development of the budget and of the costs per pupil**

2014-2015		2015-2016	
Budget	Budget per pupil	Budget	Budget per pupil
€ 166 787.67	€ 1 119.38	€ 161 629.33	€ 2 244.85

## 5. Highlighted findings

- The number and percentage of ISA increased again to 971 pupils (3.8%). In four years (2012-2013 to 2015-2016) there was an increase of nearly 180 pupils receiving ISA. This corresponds to an increase of more than 22% in four years. In terms of the percentage of the total population, the figure went up from under 3.3% to 3.8%.
- All forms of support are used in almost all schools. ISB is the least common and in 73% of cases this form of support is not used for pupils whose mother tongue/dominant language does not correspond to the language of the section (SWALS).
- The proportion of pupils receiving different forms of support differs significantly across the schools and also between the cycles within the schools (see Charts 2A-B).
- The most common subjects are languages and mathematics, but development of Learning to Learn competence is also supported, especially in the Nursery and Primary cycles.
- The time allocated to assistance for pupils with ISA has increased.
- The approach to Educational Support seems to be in need of harmonisation across and within the schools.
- For 6 pupils, the school declared itself unable any longer to meet the child's needs. In relation to the total number of ISA agreements, that is 0.6% and in relation to the total number of all European School pupils the percentage this year was 0.04%.
- Two European Schools had very low costs per pupil in comparison with all the other schools.

## **6. Proposal to 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.

## **7. Opinion of the Joint Board of Inspectors and the Joint Teaching Committee**

The Joint Board of Inspectors thanked the Inspectors concerned for this valuable statistical report and expressed a favourable opinion. The interpretation of the data and the answers to the questions raised would be clarified in the frame of the upcoming inspections planned in the Schools. The Directors and Deputy Directors should be kept informed of the results of these inspections.

The Joint Teaching Committee thanked the Inspectors concerned for the valuable statistical report and expressed a favourable opinion. The Inspectors would work on the interpretation of the figures and try to find answers to the questions raised, during the upcoming inspections. Moreover the UNCRPD recommendations related to the European Schools will be considered in the context of future reports. The report would be submitted for information to the Budgetary Committee and to the Board of Governors for final approval.

## **8. Proposal to the Budgetary Committee**

The Budgetary Committee is invited to take note of this report.

## **9. Opinion of the Budgetary Committee**

The Budgetary Committee took note of this report.

## **10. Proposal to the Board of Governors**

The Board of Governors is invited to approve this report and to authorise its publication on the European Schools' website ([www.eursc.eu](http://www.eursc.eu)).

## **11. Decision of the Board of Governors**

The Board of Governors approved this report that will be published on the European Schools' website ([www.eursc.eu](http://www.eursc.eu)).