



Schola Europaea

Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2017-11-D-24-en-3

Orig.: EN

Statistical Report on Educational Support and on the integration of pupils with Special Educational Needs into the European Schools in the year 2016-2017

BOARD OF GOVERNORS

Meeting on 17, 18 and 19 April 2018 – Tallinn

Table of Contents

Introduction.....	3
1. Overview of the Educational Support provided in the European Schools	4
1.1. Numbers and percentages of pupils receiving different forms of Educational Support .4	
1.2. Distribution of different forms of support by school and by cycle	6
1.3. Distribution of different forms of support by language section	8
1.4. Distribution of General, Moderate and ISB Support by subjects	8
1.5. General, Moderate and Intensive Support B courses	9
2. Intensive Support A	13
2.1. Pattern of development of the number of pupils receiving ISA	13
2.2. Pupils receiving ISA by school and by cycle	14
2.3. Pupils receiving ISA by language sections / Number of pupils receiving ISA in relation to the total number of pupils in the section	16
2.4. Percentages of pupils receiving ISA by year group	16
2.5. Diagnoses of pupils receiving Intensive Support A.....	17
2.6. Intensive Support A by subjects	19
2.7. Benefit of Educational Support.....	21
2.8. Termination of ISA agreements in the 2016-2017 school year	21
2.9. Staff working in ISA	22
2.10. Time used for Intensive Support A	24
2.11. European Baccalaureate results of candidates with special arrangements	27
2.12. Use of the ISA budget.....	28
3. Costs per pupil.....	29
4. European School, Culham.....	33
5. Highlighted findings	35
6. Recommendations.....	36
7. Opinion of the Joint Board of Inspectors.....	37
8. Opinion of the Joint Teaching Committee	37
9. Opinion of the Budgetary Committee	37
10. Proposal to the Board of Governors	37

Introduction

The Educational Support Policy has been in force since 1 September 2013. The reporting period in this report is the 2016-2017 school year.

The data were collected via a survey using an electronic questionnaire, which was sent to the schools on 18 September 2017. Almost all the schools completed the survey questionnaire with only one exception, when the school stated that the data could be retrieved from SMS for Nursery and Primary.

The schools' data were acquired on 31 August 2017, the last day of the 2016-2017 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 11 January 2018.

This report on Educational Support includes information about General Support, Moderate Support, Intensive Support A (ISA) and Intensive Support B (ISB). Provision of Educational Support is followed by schools, cycles and forms of support. When reporting on General, Moderate and ISB, the three 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 2013-2016 reports. During that period the way in which reporting was done was fairly constant, only a few changes having been made. This experience offers scope for interpretation of the results and recommendations for future reporting.

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 forms of support at the same time.

The ES, Culham was closed at the end of the 2016-2017 school year. In this report some results from Culham are reported based on the data received from SMS.

The total number of pupils in the European Schools on 31 August 2017 was 26,702, including 386 pupils studying at the ES, Culham. Excluding the ones studying at Culham, the total number of pupils was 26,316. This number of pupils is used when the total number of pupils in the ES is reported.

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 the pupils in the ES has increased year on year and now totals 26,316, excluding the 386 pupils studying at the ES, Culham.

The most common form of support is General Support, which is used in all the schools and all the cycles. The percentage of pupils receiving General Support remained almost the same over the three-year observation period.

The second most common form of support is Moderate Support. The number of pupils receiving this form of support has increased year on year. Moderate Support is provided in most of the schools and cycles, with two exceptions. Bergen does not have pupils receiving Moderate Support in their Nursery/Primary cycle. Frankfurt does not have pupils receiving Moderate Support in the Nursery and Secondary cycles but in Primary more than 70% of equivalent pupils receiving support have Moderate Support.

Absolute figures show that ISB is used in all schools but the numbers of pupils receiving this form of support is very limited in some schools. A comparison between the number of pupils receiving ISB and the total number of pupils in the schools in percentage terms can therefore be found in Table 1.

Some schools clearly offer more General Support (Alicante, Brussels IV, Luxembourg II, Munich), whilst in some 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 pupils' individual needs have an impact on the choices of the form of support but the use of forms of support in the Nursery/Primary (N/P) and Secondary (S) cycles is markedly different at Alicante, Brussels III, Brussels IV, Frankfurt and Varese.

There was a slight decrease in provision of General and ISB and a slight increase in Moderate and ISA provision compared with the previous school year. The number of new ISA Agreements in the 2016-2017 school year was 258 in total (41 in the Nursery, 122 in the Primary, 95 in the Secondary), which is twice as many as the number of terminations of an agreement in the same school year.

Table 1: Equivalent percentage of pupils* enrolled on an Educational Support Course (% of pupils with Educational Support in relation to the total number of pupils in the schools in the years 2014-2015, 2015-2016 and 2016-2017)

	<i>General</i>			<i>Moderate</i>			<i>Intensive B</i>			<i>Intensive A</i>		
	<i>14-15</i>	<i>15-16</i>	<i>16-17</i>	<i>14-15</i>	<i>15-16</i>	<i>16-17</i>	<i>14-15</i>	<i>15-16</i>	<i>16-17</i>	<i>14-15</i>	<i>15-16</i>	<i>16-17</i>
Ali	20.28%	25.76%	21.00%	6.73%	11.16%	5.00%	0.10%	0.00%	1.00%	2.18%	1.42%	1.48%
Ber	9.91%	9.17%	24.00%	7.43%	8.09%	0.00%	0.00%	0.18%	0.00%	1.06%	1.26%	1.86%
B I	18.55%	17.69%	12.00%	4.89%	3.29%	3.00%	0.55%	0.50%	0.00%	3.15%	3.14%	3.82%
B II	9.95%	15.17%	17.00%	14.90%	15.03%	12.00%	0.03%	0.00%	0.00%	4.99%	6.37%	5.52%
B III	10.03%	10.10%	13.00%	11.48%	9.47%	9.00%	4.39%	3.23%	2.00%	4.46%	4.47%	4.89%
B IV	19.86%	27.91%	22.00%	6.69%	7.05%	8.00%	1.67%	1.16%	2.00%	1.81%	2.44%	2.63%
FrF	22.92%	16.45%	12.00%	11.42%	19.48%	16.00%	0.00%	0.83%	1.00%	1.61%	1.86%	2.18%
Kar	25.32%	27.91%	26.00%	15.69%	26.68%	8.00%	4.06%	1.22%	1.00%	4.01%	5.26%	4.59%
Lux I	8.54%	10.80%	13.00%	2.46%	2.77%	23.00%	0.80%	9.10%	4.00%	3.94%	4.15%	3.70%
Lux II	29.90%	28.40%	19.00%	0.93%	7.53%	12.00%	9.22%	0.00%	0.00%	4.18%	4.50%	5.65%
Mol	48.83%	29.00%	42.00%	15.96%	23.39%	33.00%	0.00%	0.00%	1.00%	0.41%	1.09%	1.32%
Mun	28.26%	21.73%	22.00%	5.88%	4.72%	4.00%	0.28%	1.32%	2.00%	4.11%	4.32%	3.68%
Var	17.74%	14.23%	25.00%	9.37%	7.45%	2.00%	2.17%	0.44%	0.00%	3.36%	3.36%	3.13%
TOT	18.76%	18.54%	18.00%	7.78%	9.10%	10.00%	0.14%	1.90%	1.00%	3.44%	3.80%	3.86%

*If a pupil receives several forms of Educational Support, he or she will be counted as one in each form of Educational Support he or she has received.

There was no substantial change in the use of ISB compared with previous years. The only change was at the Luxembourg I School, where the equivalent number of pupils halved. In last year's report attention was drawn to the fact that ISB, which can be used for intensive language support for a pupil who is not able to access the standard curriculum, was not used in all schools and most of the pupils receiving ISB were not SWALS. This year, the percentage of SWALS receiving ISB doubled and the division of pupils into SWALS and non-SWALS was almost equal.

An additional question was included in the survey this year: How many pupils received Moderate Support in the 2016-2017 school year? Break down the result by SWALS and non-SWALS.

The ISB breakdown had already been requested in previous years.

Table 2: Percentage of SWALS receiving Intensive B and Moderate Support

<i>School Year</i>	<i>ISB</i>			<i>Moderate Support</i>		
	<i>SWALS</i>	<i>NON-SWALS</i>	<i>TOTAL</i>	<i>SWALS</i>	<i>NON-SWALS</i>	<i>TOTAL</i>
2014-2015	44%	56%	100%	N/A	N/A	N/A
2015-2016	27%	73%	100%	N/A	N/A	N/A
2016-2017	55%	45%	100%	13%	87%	100%

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

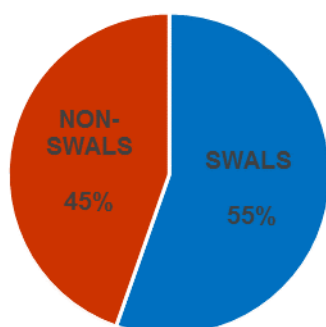
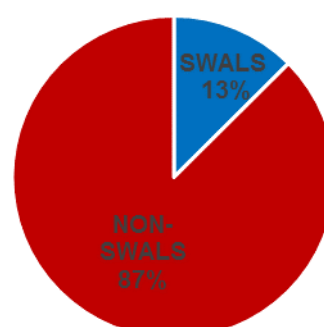


Chart 1b: Breakdown (%) of pupils receiving Moderate Support by SWALS/NON-SWALS status



Since the year 2014, the number of pupils receiving ISA has increased from 855 to 1,017 pupils, which amounts to 3.86% of the ES' total pupil population and represents an increase of more than 28% in five years.

Table 3: Absolute number of pupils receiving Intensive Support A in the European Schools and their percentage in relation to the total pupil population of the European Schools

<i>November 2013</i>	<i>November 2014</i>	<i>August 2015</i>	<i>August 2016</i>	<i>August 2017</i>
3.23%	3.37%	3.44%	3.80%	3.86%
N = 792	N = 855	N = 874	N = 971	N = 1 017

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. At Frankfurt, more than 75% of all support is given in the Nursery and Primary cycle. This difference between the cycles was detected in the two previous school years also.

The situation is the opposite at Luxembourg I, Luxembourg II, Karlsruhe and Bergen, where more than 60% of pupils receiving Educational Support study in the Secondary cycle. This was also reported last year at Luxembourg I, Luxembourg II, Karlsruhe and Bergen.

There are still divergences across the schools and even across the cycles within the same school in distribution of different forms of Educational Support. However, the distribution of different forms of support changed, especially in the Secondary cycle, compared with the previous year. This may be a result of review of the school's internal Educational Support policy. There was a significant change at Alicante (Moderate replaced by General in Secondary), Bergen (Moderate replaced by General in Secondary), Brussels I (General replaced by other forms of support in Secondary and an increase in ISA in Secondary), Luxembourg I (ISB replaced by Moderate in Secondary) and Varese (Moderate replaced by General in Secondary).

Chart 2A: Proportion of pupils receiving different kinds of support by school and by cycle (total by school = 100%)

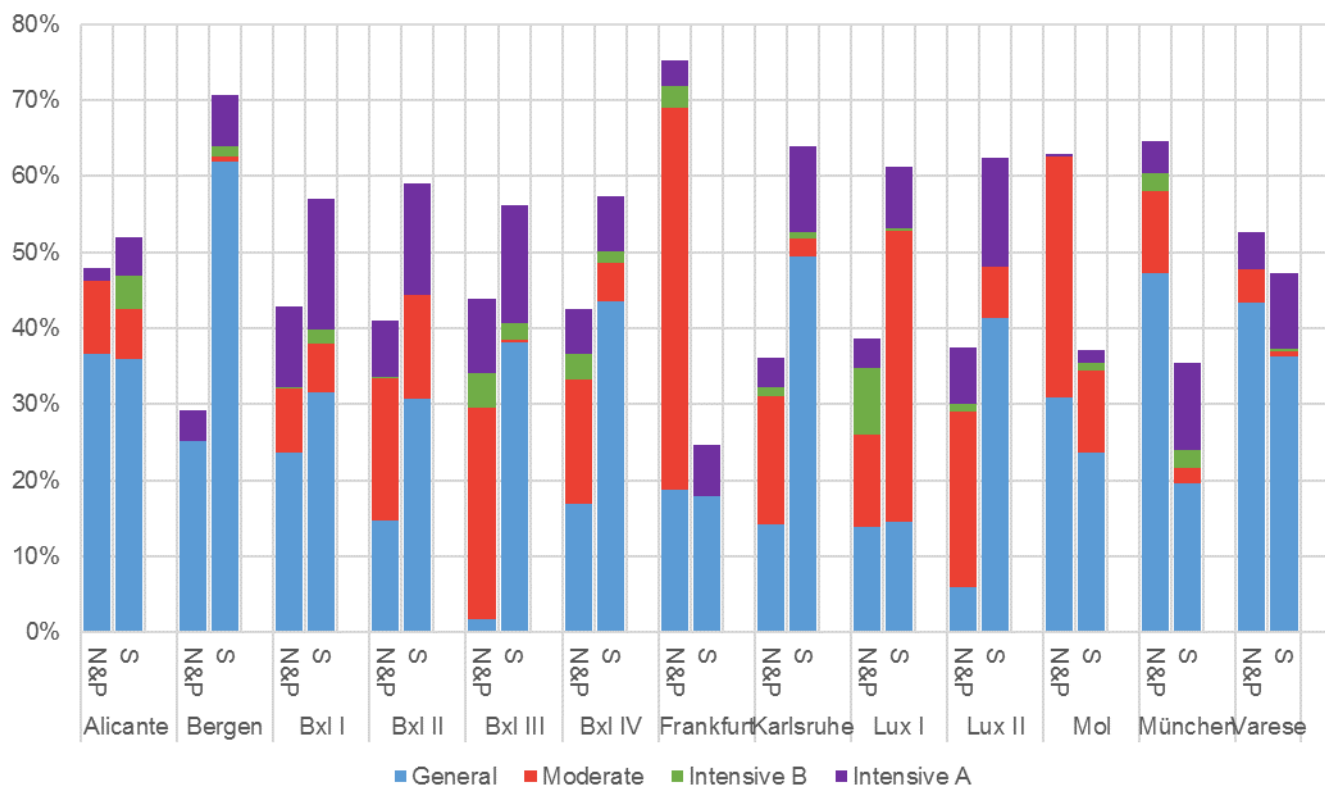
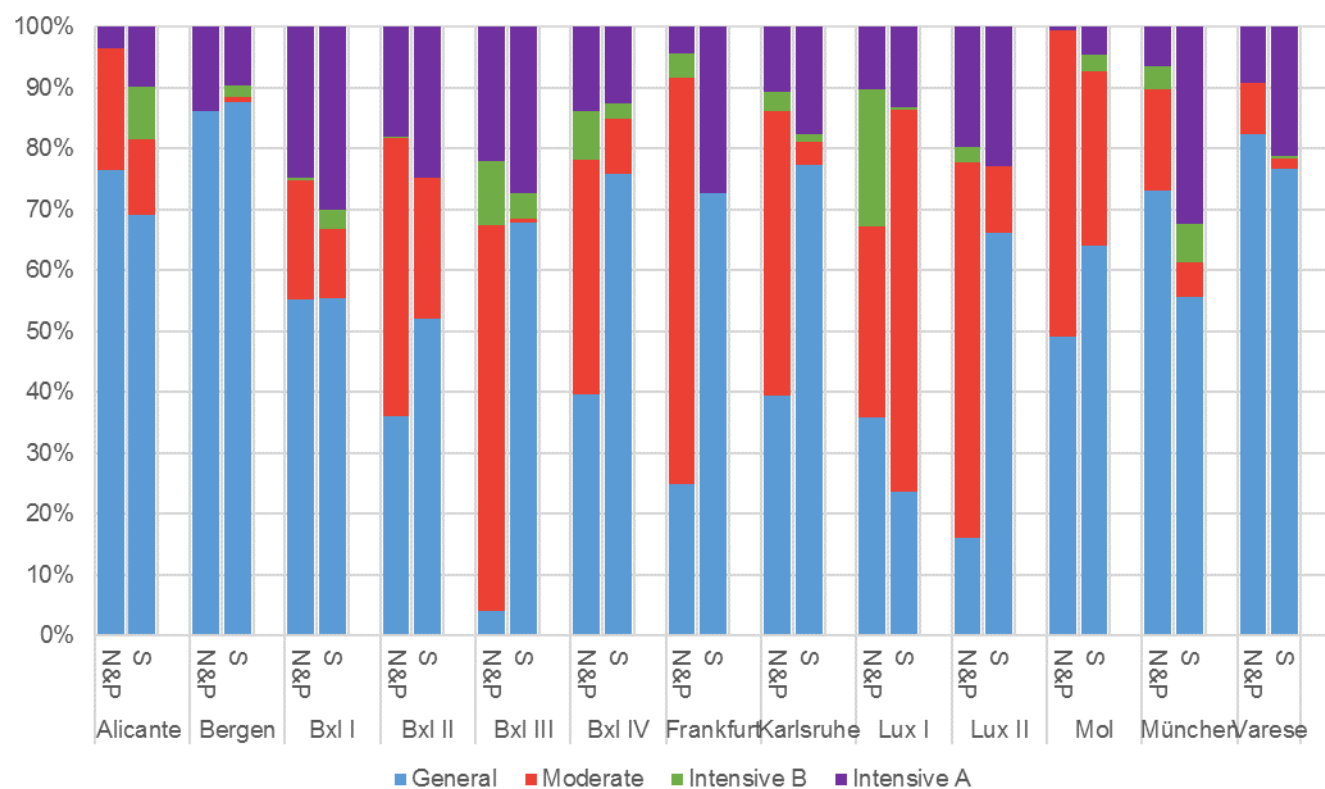


Chart 2B: Proportion of pupils receiving different kinds of support by school and by cycle (total by cycle = 100%)



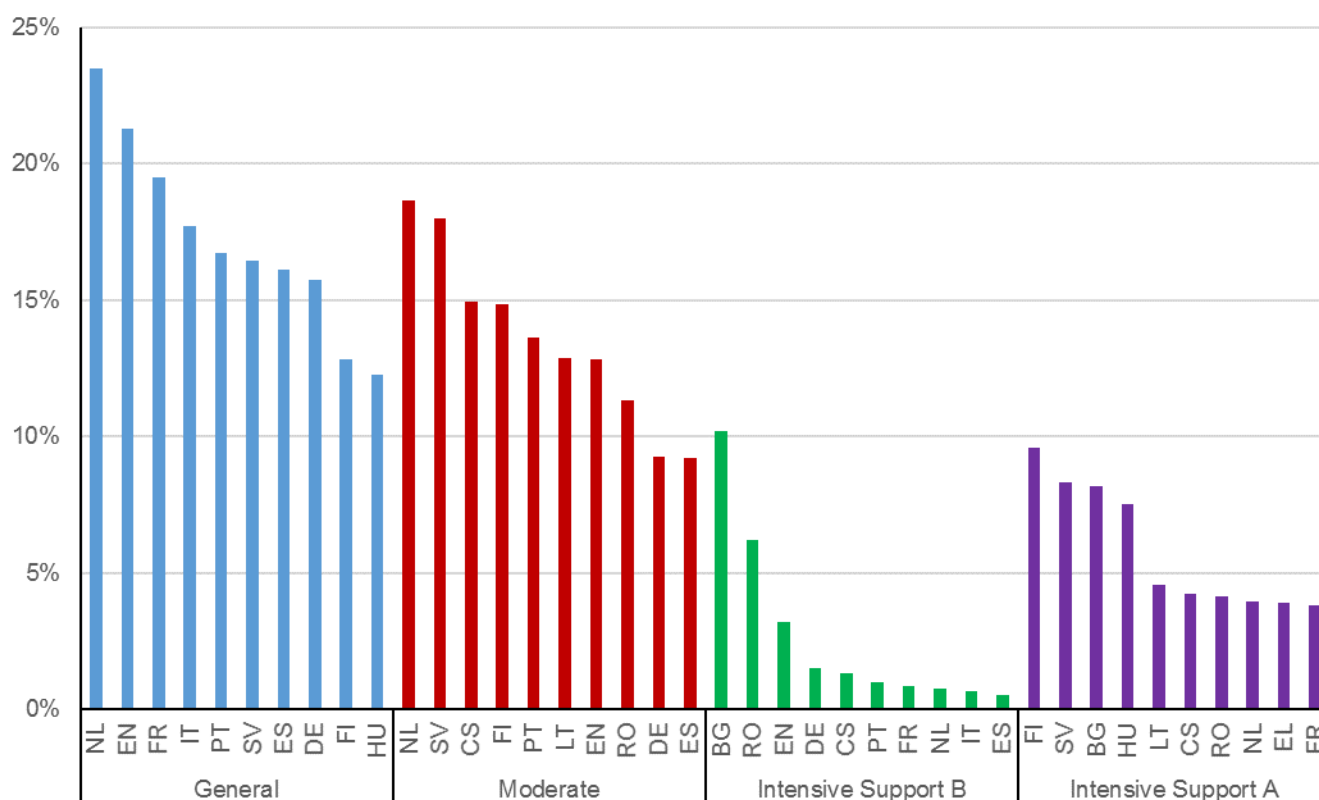
1.3. Distribution of different forms of support by language section

In general, most of the General, Moderate and ISB Support is provided in the English, French and German sections in all cycles. Those sections account for approximately 70% of these forms of support in the whole ES system. The percentage of pupils in those sections in relation to the total number of pupils in the ES system is 64%. It should be remembered that the vehicular language sections have the largest number of SWALS.

In Chart 3 below, the proportion 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 frequent (more than 20% of pupils receiving support) in the Dutch and English language sections. In five other language sections, the percentage is between 15% and 20% (French, Italian, Portuguese, Swedish, Spanish and German).

Moderate Support is most frequently used in the Dutch and Swedish sections, ISB in the Bulgarian section. The Finnish, Swedish, Bulgarian and Hungarian sections have the largest proportion of ISA agreements.

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



1.4. Distribution of General, Moderate and ISB Support by subjects

The data gathered from the schools show that these three forms of support are mainly provided in languages (L1 and L2) and mathematics in all cycles. The priority of L1 is clear in the Nursery and Primary cycles, where more than 40% of support is provided in languages. In the Secondary cycle, more than 40% of support is also provided in languages, distributed by L1, L2 and L3.

Mathematics is a subject which requires a great deal of Educational Support, in the Secondary especially, where more than 30% of General Support and 49% of Moderate Support is provided in Mathematics. In addition, more than 10% of both General and

Moderate Support is provided in other scientific subjects; physics, chemistry and Integrated Science.

In the Nursery also, pre-mathematical competences require a great deal of support; 11% of General Support and 17% of Moderate Support is provided in that area. In the Primary, support in mathematics comprises 25% of General and 35% of Moderate support.

Support in cross-curricular competences in the Nursery and Primary is provided mostly in the areas of Learning to Learn and social skills. The amount of support provided in these areas is less than the support provided in subjects proper. Despite the fact that the survey this year corresponded to the areas covered by the Early Education curriculum, 27% of General Support and 11% of Moderate Support were still put into the 'Other' category.

In the Secondary cycle, General and Moderate Support are used for 'Learning to Learn' and 'Other', support being subject-related otherwise.

In this chapter information from Munich and from Brussels I/Berkendael was not available for the Nursery and neither was information for the Primary from Brussels I/Berkendael.

1.5. General, Moderate and Intensive Support B courses

One course is intended to be a combination of a pupil sitting in a class and being taught by a teacher.

Table 4 shows the pattern of development of the General Support, Moderate Support and Intensive Support B courses. General and Moderate Support provision increased on the previous year and the use of ISB decreased markedly. As regards the courses shown in the table, it is important to note that the ES, Munich was not able to give a figure for General Support in the Nursery because it is organised in a very flexible form. The figures for the ES, Brussels I relate to the Secondary at Uccle and the Nursery and Primary at Berkendael because at the ES, Brussels I Uccle N/P, the organisation is very flexible.

The three-year pattern of development table shows that schools have different ways of organising courses. It can clearly be seen that in some schools the organisation of Educational Support courses has changed year on year (Alicante, Bergen, Brussels IV, Karlsruhe, Luxembourg I, Mol). It is not possible to work out on the basis of the information used whether this is really down to different organisation or to a different way of keeping records.

With reference to the duration of courses (Table 5), in all forms of support most courses last longer than six months.

As regards the number of pupils in courses (Table 6), all forms of support – General, Moderate and ISB – are given mostly to groups of 2-5 pupils.

Table 4: Number and pattern of development of General, Moderate and Intensive Support B courses

	<i>General Support</i>				<i>Moderate Support</i>				<i>Intensive Support B</i>			
	2014-2015	2015-2016	2016-2017	Δ	2014-2015	2015-2016	2016-2017	Δ	2014-2015	2015-2016	2016-2017	Δ
Ali	134	181	403	201%	68	182	137	101%	5	-	19	280%
Ber	27	36	42	56%	12	13	1	-92%	-	1	1	
Bxl I	152	152	100	-34%	145	119	120	-17%	27	14	22	-19%
Bxl II	98	114	115	17%	122	489	144	18%	1	-	5	400%
Bxl III	51	50	76	49%	171	164	183	7%	52	29	38	-27%
Bxl IV	123	794	126	2%	68	84	142	109%	228	29	55	-76%
Frf	104	75	75	-28%	58	71	80	38%	14	7	10	-29%
Kar	92	176	216	135%	60	42	34	-43%	7	5	6	-14%
Lux I	62	114	147	137%	58	69	226	290%	74	139	45	-39%
Lux II	155	109	105	-32%	21	176	166	690%	-	-	10	
Mol	91	53	112	23%	26	51	109	319%	2	-	5	150%
Mun	181	159	151	-17%	43	41	40	-7%	19	21	14	-26%
Var	77	69	116	51%	38	33	21	-45%	2	6	1	-50%
TOT	1,347	2,082	1,784	32%	890	1,534	1,403	58%	431	251	231	-46%

Comment: Regarding courses, Munich (for General Support in the Nursery) was unable to provide any figures because General Support in the Nursery takes a very flexible form. The same applies to Brussels I/Uccle but for the Nursery and Primary. The figures for Brussels I relate to the Secondary at Uccle and the Nursery and Primary at Berkendael.

Table 5: Number of courses by duration in the 2016-2017 school year

	<i>General Support</i>			<i>Moderate Support</i>			<i>Intensive Support B</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
Ali	21	43	339	2	6	129	4	5	10
Ber	3	8	31	-	-	1	1	-	-
Bxl I	7	30	63	-	3	117	-	6	16
Bxl II	-	23	92	29	15	100	-	5	-
Bxl III	7	16	53	9	29	145	2	2	34
Bxl IV	23	28	75	26	24	92	-	19	36
FrF	23	32	20	-	12	68	-	1	9
Kar	13	25	178	-	-	34	-	-	6
Lux I	52	13	82	26	104	96	-	-	45
Lux II	14	40	51	25	9	132	-	2	8
Mol	78	34	-	-	-	109	3	-	2
Mun	-	-	151	-	-	40	-	-	14
Var	20	-	96	3	-	18	1	-	-
TOT	261	292	1,231	120	202	1,081	11	40	180

Table 6: Number of courses by pupils in class in the 2016-2017 school year

	<i>General Support</i>			<i>Moderate Support</i>			<i>Intensive Support B</i>		
	1 pupil	2-5 pupils	>5 pupils	1 pupil	2-5 pupils	>5 pupils	1 pupil	2-5 pupils	>5 pupils
Ali	18	248	137	76	47	14	5	14	-
Ber	16	22	4	1	-	-	-	1	-
Bxl I	10	57	33	79	28	13	22	-	-
Bxl II	13	62	40	59	49	36	5	-	-
Bxl III	5	26	45	11	137	35	10	27	1
Bxl IV	3	83	40	50	69	23	-	36	19
Frf	20	45	10	15	59	6	5	5	-
Kar	29	47	140	2	31	1	4	2	-
Lux I	4	102	41	75	117	34	6	39	-
Lux II	14	40	51	30	134	2	10	-	-
Mol	10	71	31	13	73	23	5	-	-
Mun	12	105	34	18	14	8	7	5	2
Var	14	72	30	19	2	-	1	-	-
TOT	168	980	636	448	760	195	80	129	22

2. Intensive Support A

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

The percentage of pupils receiving ISA is 3.86% of all pupils in the ES and 11.66% of pupils receiving Educational Support in the ES. The number of pupils with ISA increased by 4.74% on the previous school year. The percentage of pupils receiving ISA is slightly higher in the Nursery/Primary cycles (53.69%) than in the Secondary cycle (46.31%).

Table 7: Number and percentages of pupils receiving ISA – Pattern of development from the year 2014 to August 2017

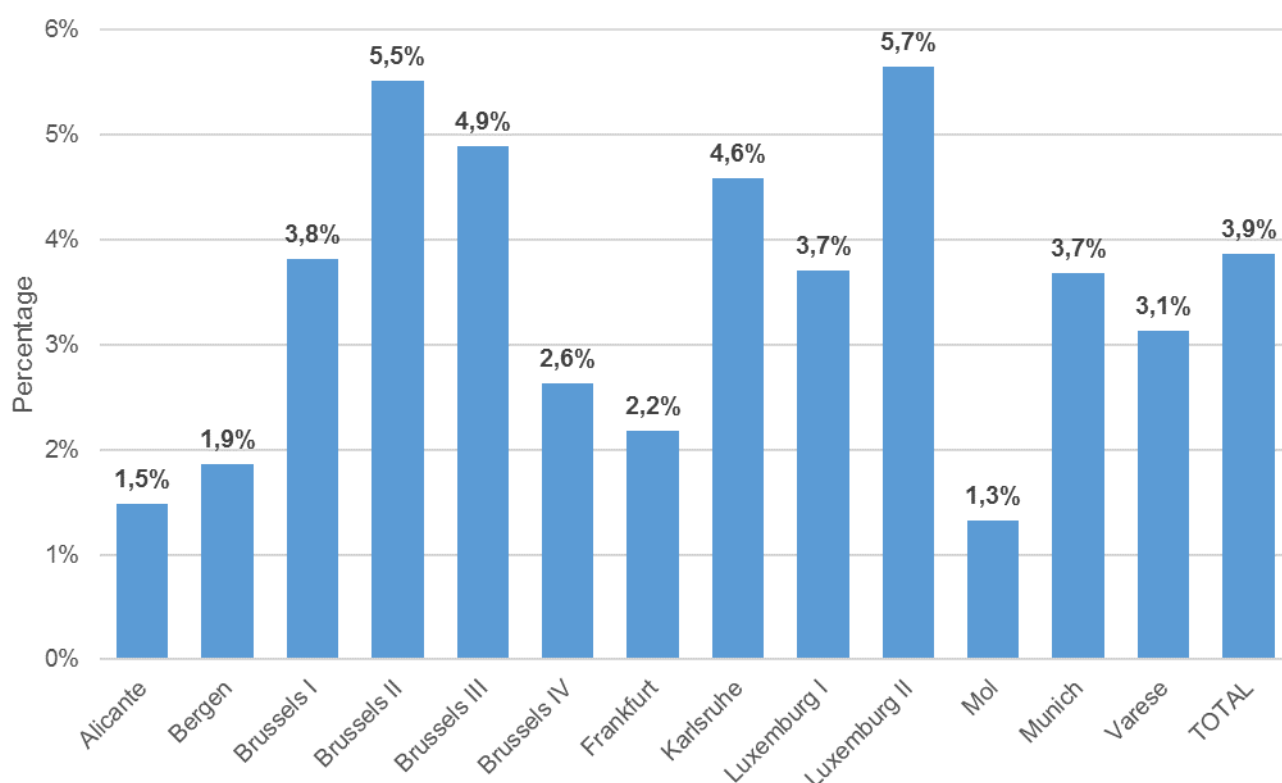
	<i>ISA pupils Nursery& Primary</i>				<i>ISA pupils Secondary</i>				<i>Total number of pupils</i>				<i>% ISA pupils</i>			
	<i>2014</i>	<i>08/15</i>	<i>08/16</i>	<i>08/17</i>	<i>2014</i>	<i>08/15</i>	<i>08/16</i>	<i>08/17</i>	<i>2014</i>	<i>08/15</i>	<i>08/16</i>	<i>08/17</i>	<i>2014</i>	<i>08/15</i>	<i>08/16</i>	<i>08/17</i>
Ali	22	5	6	5	8	17	8	10	1,007	1,007	986	1,011	2.98	2.18	1.42	1.48
Ber	4	4	5	6	2	2	2	4	552	552	556	537	1.09	1.09	1.26	1.86
Bxl I	45	55	68	83	86	48	38	51	3,278	3,278	3,375	3,509	4.00	3.14	3.14	3.82
Bxl II	80	89	94	85	65	58	97	83	2,958	2,958	3,000	3,045	4.90	4.97	6.37	5.52
Bxl III	68	83	87	93	46	46	47	55	2,906	2,906	3,000	3,027	3.92	4.44	4.47	4.89
Bxl IV	31	30	51	58	12	11	10	13	2,263	2,263	2,497	2,697	1.90	1.81	2.44	2.63
Frf	11	11	13	16	12	12	14	16	1,424	1,424	1,453	1,468	1.62	1.62	1.86	2.18
Kar	17	17	17	13	18	18	26	25	863	863	817	828	4.06	4.06	5.26	4.59
Lux I	38	59	69	60	53	58	60	61	2,972	2,972	3,110	3,267	3.06	3.94	4.15	3.70
Lux II	41	39	46	74	52	55	61	70	2,243	2,243	2,377	2,548	4.15	4.19	4.50	5.65
Mol	1	1	1	2	2	2	7	8	723	723	731	758	0.41	0.41	1.09	1.32
Mun	29	32	36	31	60	61	62	54	2,237	2,237	2,269	2,310	3.98	4.16	4.32	3.68
Var	17	20	20	20	21	27	26	21	1,422	1,422	1,370	1,311	2.67	3.31	3.36	3.13
TOT	404	445	513	546	437	415	458	471	24,848	24,848	25,541	26,316	3.38	3.46	3.80	3.86

2.2. Pupils receiving ISA by school and by cycle

The ES, Luxembourg II has the highest percentage (5.7%) of pupils receiving ISA, followed by the ES, Brussels II (5.5%). There are two other schools where the percentage of pupils receiving ISA is close to 5%. Those schools are Brussels III and Karlsruhe. The lowest percentage, below 2%, of pupils receiving ISA is to be found at Alicante (1.5%), at Bergen (1.9%) and at Mol (1.3%), as was the case in the previous school year.

The largest increase in the number of ISA agreements in relation to the pupil population was at Luxembourg II and the largest decrease was at Brussels II.

Chart 4: Percentage of pupils with ISA in relation to the total number of pupils in the schools



The total number of pupils receiving ISA in the Nursery cycle is 48 (4.7%), in the Primary cycle 498 (49%) and in the Secondary cycle 471 (46%).

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 Alicante, Brussels II, Karlsruhe, Luxembourg I, Luxembourg II, Mol, Munich and Varese ES the situation is the opposite. At the Bergen and Frankfurt ES, the breakdown of ISA agreements between the cycles is more or less balanced. The breakdown of ISA agreements between the N/P and S cycles in schools is similar to what it was a year ago, except at Luxembourg I where the Secondary now has a few more agreements than the N/P.

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

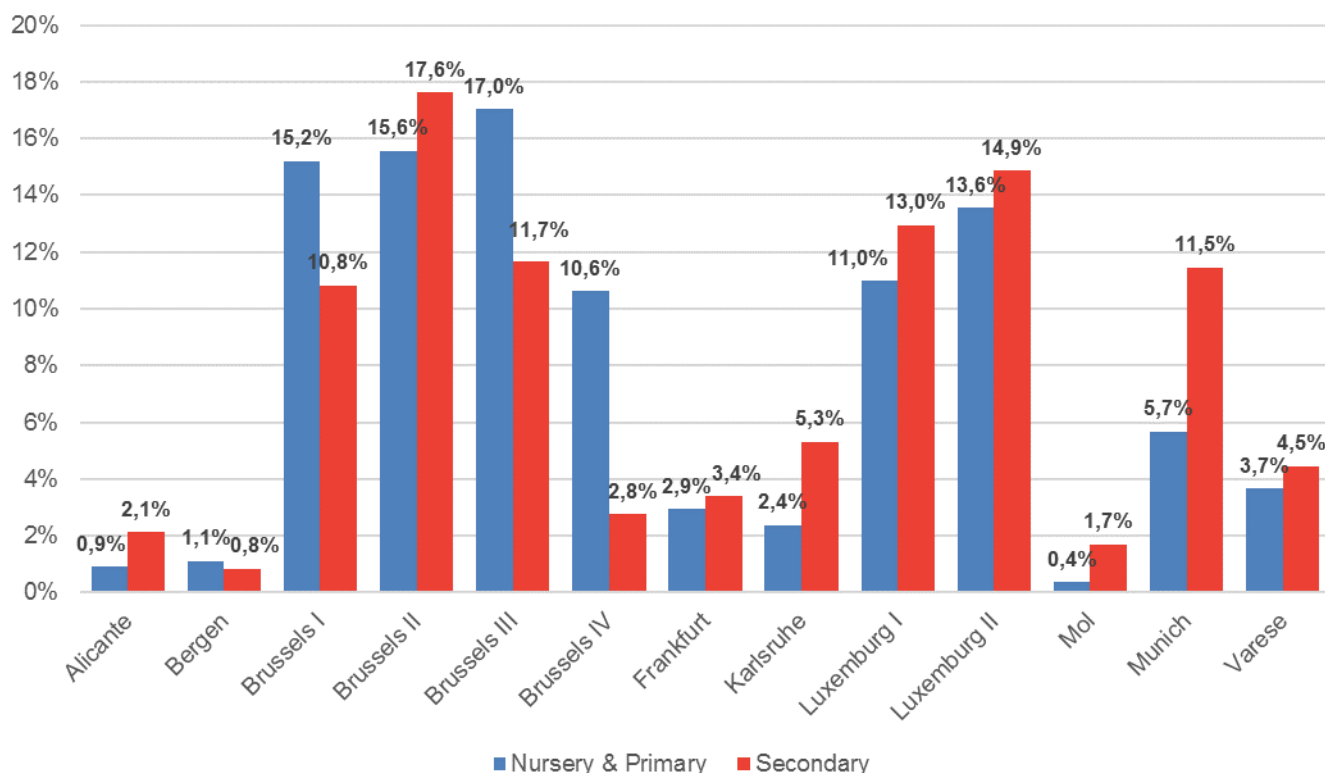
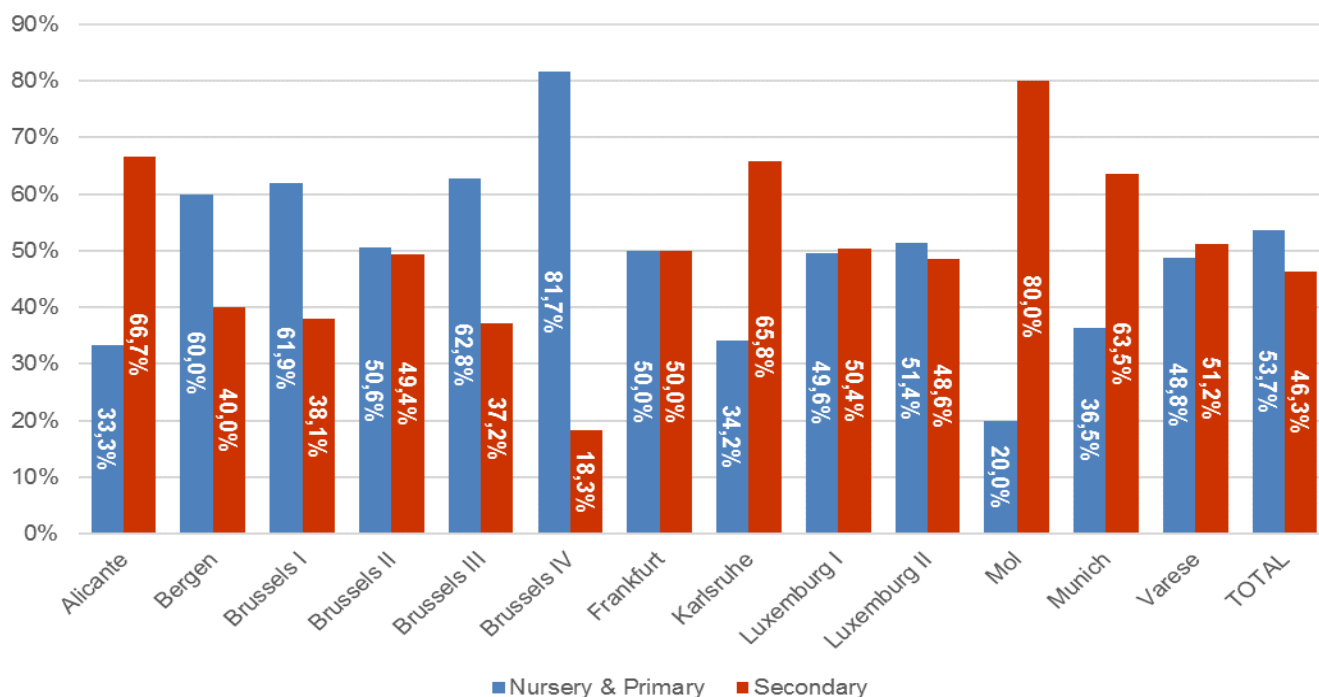


Chart 6: Proportion of pupils in N/P and S cycles receiving ISA within each school (% of all pupils with ISA)



2.3. Pupils receiving ISA by language sections / Number of pupils receiving ISA in relation to the total number of pupils in the section

When different language sections are compared, the Finnish, Swedish, Bulgarian and Hungarian language sections have significantly more ISA agreements than average (more than 5%). The Estonian and Slovak language sections have no ISA agreements at all.

Any comparison between the sections should be made taking account of the fact that in very small sections, any change involving a single pupil to intensive support has a greater impact on this percentage.

Table 8: Pupils (%) receiving Intensive Support A by language section – Pattern of development November 2014 – August 2017

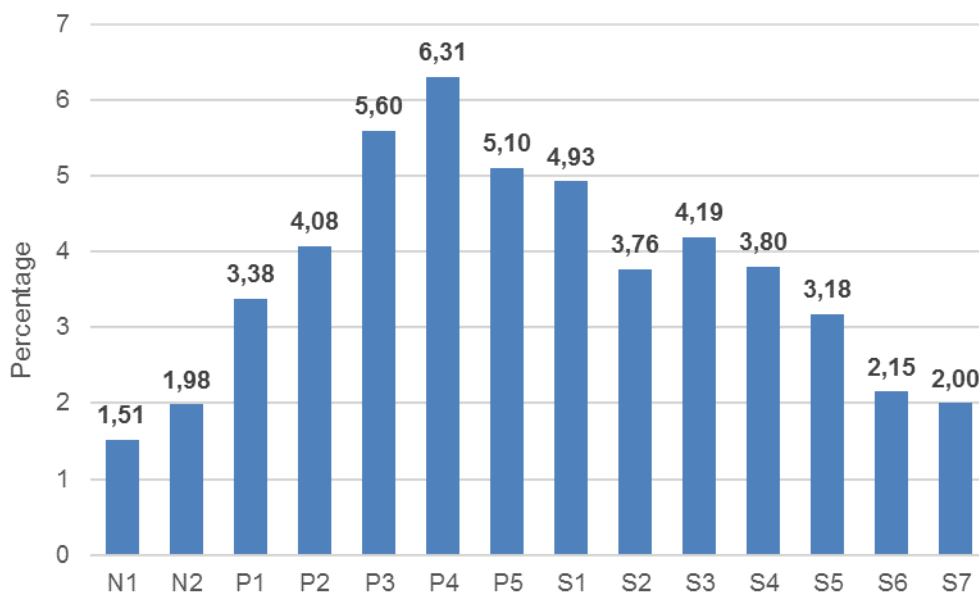
<i>Language Section</i>	<i>2014</i>	<i>14-15</i>	<i>15-16</i>	<i>16-17</i>	<i>School Population 16-17</i>
BG	3.23	0.00	2.94	8.16	49
CS	3.02	3.02	4.43	4.22	308
DA	3.34	2.71	2.84	2.43	453
DE	3.18	3.34	3.67	3.32	4,243
EL	3.51	3.51	3.09	3.88	773
EN	3.74	3.67	4.06	3.73	5,386
ES	3.16	2.84	3.17	3.44	1,626
ET				0.00	10
FI	7.45	9.50	9.00	9.57	491
FR	3.10	3.03	3.58	3.81	7,143
HU	4.18	4.56	4.00	7.51	293
IT	2.89	3.19	2.91	3.28	2,040
LT	0.00	0.89	1.60	4.55	132
NL	3.53	3.97	5.05	3.95	1,620
PL	1.78	1.78	3.49	3.17	567
PT	2.99	3.20	2.43	2.72	514
RO	2.22	2.22	2.56	4.12	97
SK				0.00	5
SV	4.44	5.00	5.34	8.30	566
TOTAL	3.37	3.44	3.80	3.86	26,316

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. This year the highest percentage was to be found in P4, with 6.3%.

This topic has been followed in the statistical report since 2012 (the reporting period was a calendar year until December 2014, the reporting period has been a school year since August 2015). In all reports which can be compared the percentage of ISA agreements in P5 is markedly higher than in S1 in the following year.

Chart 7: Percentage of pupils receiving ISA by class (% of the total pupil population in the year group)



2.5. Diagnoses of pupils receiving Intensive Support A

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 fell from 49% to 43%.

Dyslexia continues to be the most common diagnosis to receive an ISA agreement in all the cycles, the percentage being 19.7%, which is the same as in the previous year. In the Secondary cycle, it is even more common, accounting for almost 59% of all dyslexia diagnoses. The other frequent diagnoses in the Nursery/Primary and Secondary cycles have remained the same over the years; they are ADD, ADHD and combinations of different psychomotor disorders.

High potential as a reason for an ISA agreement involves 32 pupils (2.3%), which is a slightly lower figure than in the previous school year.

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

The current classification of diagnoses does not fully correspond to the International Statistical Classification of Diseases and Related Health Problems of the World Health Organisation (WHO). It has nevertheless been retained in this Statistical Report for reasons of consistency with previous reports. The classification should be adapted for the 2017-2018 Statistical Report.

Chart 8: Diagnosis groups (%)

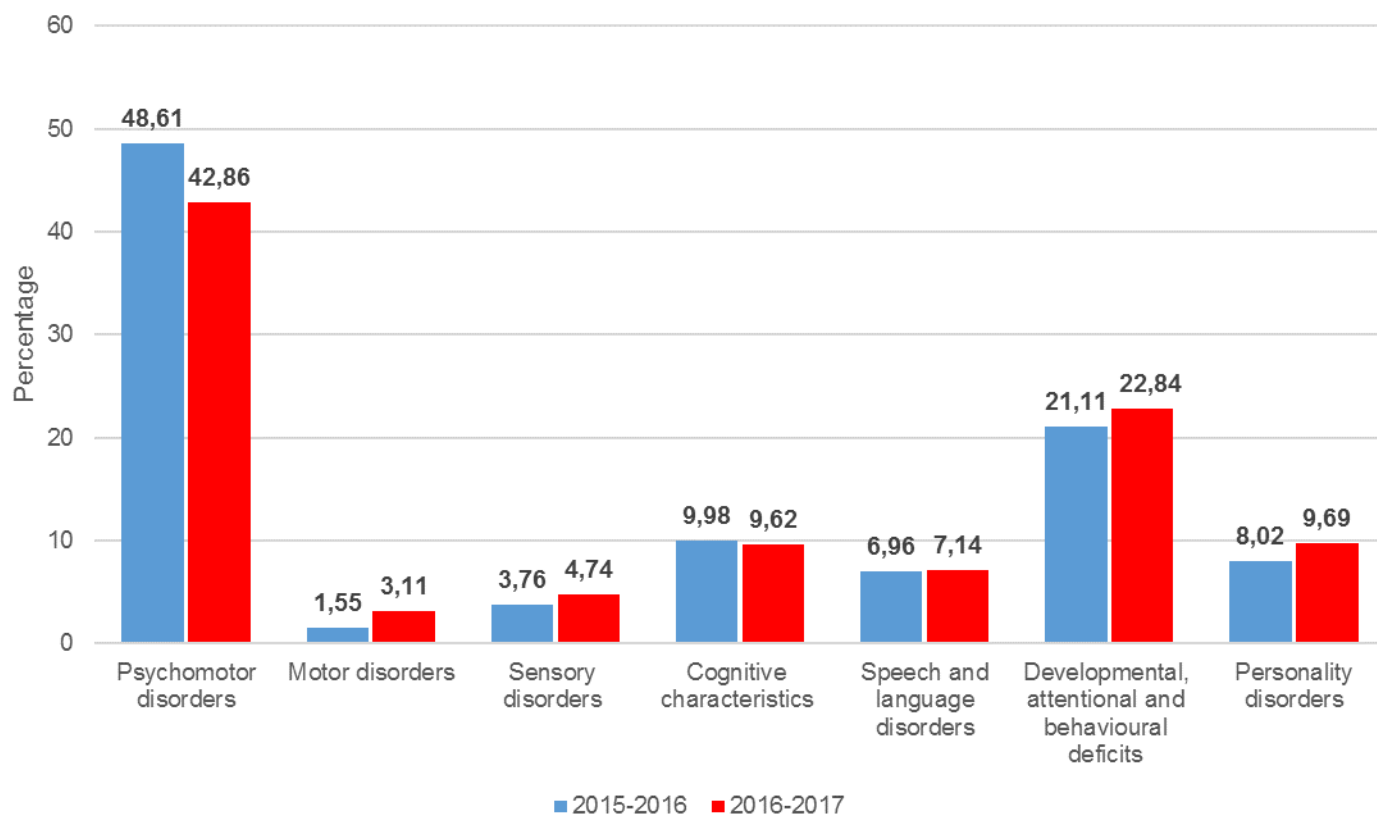
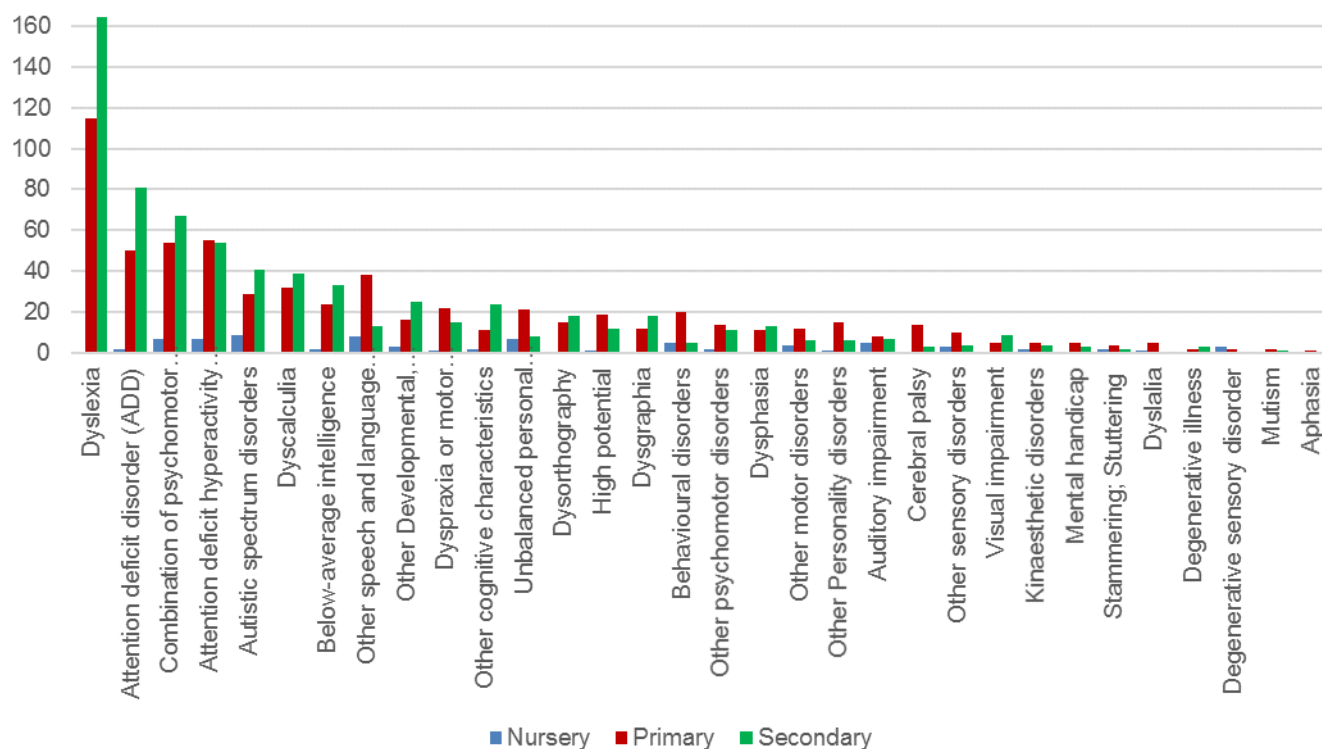


Chart 9: Frequency of diagnosis per cycle (number of cases receiving ISA by cycle)



2.6. Intensive Support A by subjects

In the Nursery cycle, most of the ISA is provided in L1 (20%), in the area of social development (20%) and in the area of general cognitive development – learning to learn competence (19.2%), but ISA also has to be provided in the other learning areas.

Table 9: ISA by subjects in the Nursery

<i>Nursery</i>	<i>Number of Pupils</i>	<i>%</i>
Me and My Body / Physical development	15	11.5%
Me as a person / Personal development	19	14.6%
Me and the Others / Social development	26	20.0%
<i>Me and the World / Cognitive development</i>		
- Learning to Learn / General cognitive development	25	19.2%
- Language 1	26	20.0%
- ONL	0	0.0%
- Pre-mathematical skills	14	10.8%
- Environmental skills	0	0.0%
Other	5	3.8%
TOTAL	130	100.0%

In the Primary, the most frequently supported subject is still L1 (29.5%), even though there was a fall in comparison with the previous school year, when the percentage was 41.7%. The other subject most frequently requiring support is Mathematics (17.3%). In the areas of the cross-curricular competences, pupils receive support in order to develop Learning to Learn competence (16.5%) and to support Personal (13.9%) and Social (11.6%) development.

Table 10: ISA by subjects in the Primary

<i>Primary</i>	<i>Number of Pupils</i>	<i>%</i>
<i>Cross-curricular competences:</i>		
- Learning to Learn	209	16.5%
- Personal development	176	13.9%
- Social development	146	11.6%
<i>Subject Learning Areas:</i>		
- L1	373	29.5%
- ONL	3	0.2%
- L2	40	3.2%
- Mathematics	219	17.3%
- Discovery of the World	29	2.3%
- Art	13	1.0%
- Music	8	0.6%
- Physical Education	19	1.5%
- Religion	4	0.3%
- Ethics	3	0.2%
- European Hours	6	0.5%
Other	15	1.2%
TOTAL	1,263	100.0%

In the Secondary, the subjects most frequently requiring support are L1 (35%), Mathematics (18.5%) and L2 (12.9%). As is the case in the Nursery and Primary cycles, in the Secondary also there is a tendency to provide more support in the cross-curricular learning areas, such as Learning to Learn (8,7%) and social skills (6,7%).

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

<i>Secondary</i>	<i>Number of Pupils</i>	<i>%</i>
L1	270	35.4%
Mathematics	141	18.5%
L2	98	12.9%
Learning to Learn	66	8.7%
Social skills	51	6.7%
Other	34	4.5%
Integrated Science	19	2.5%
Human Sciences	15	2.0%
L3	15	2.0%
Physics	11	1.4%
History	11	1.4%
Biology	9	1.2%
Chemistry	9	1.2%
Geography	6	0.8%
Physical Education	4	0.5%
ICT	1	0.1%
Art	1	0.1%
Philosophy	1	0.1%
Economics	0	0.0%
L4	0	0.0%
ONL	0	0.0%
Latin	0	0.0%
Music	0	0.0%
Ethics	0	0.0%
Religion	0	0.0%
TOTAL	762	100.0%

2.7. Benefit of Educational Support

The vast majority of pupils receiving ISA (85.8%) were promoted normally to the year above and 8.8% accompanied their year group without promotion. The percentage of ISA pupils repeating a year totalled 5.4%, which is slightly higher than the previous year, when the figure was 4.1%. This year, more pupils with an ISA agreement, 14.6%, stayed in the Nursery for a further year in order to be sufficiently mature to go up into the Primary school, whilst the previous year the figure was 7.5%. The percentage of pupils repeating the year in the Primary was exactly the same as in the previous school year, whilst in the Secondary there was an increase, up from 4.4% to 6.5%. As a benchmark, the total repeat rate in the ES in 2015 was 1.4%.

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	85.4%	84.2%	87.4%	85.8%
The pupil moved up with his/her year group, without promotion	0.0%	12.2%	6.1%	8.8%
Further year in N/Repeating the year	14.6%	3.6%	6.5%	5.4%
TOTAL	100.0%	100.0%	100.0%	100.0%

Table 13: Pattern of development of promotion and progression of pupils (total %) 2013-2017

<i>Promotion / Progress</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>08/2015</i>	<i>08/2016</i>	<i>08/2017</i>
Normal promotion to the year above	86.98%	85.65%	87.44%	85.5%	85.7%	85.8%
The pupil accompanies his/her year group, without promotion	7.58%	8.67%	7.41%	10.1%	10.1%	8.8%
Repeating the year	5.44%	5.68%	5.15%	4.4%	4.1%	5.4%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

2.8. Termination of ISA agreements in the 2016-2017 school year

For 126 pupils out of the total of 1,017 receiving ISA, the agreement was terminated. More than half of terminations of ISA agreements were in the Secondary cycle (71 pupils).

42 pupils out of 126 continued with other type of support, no longer needed Educational Support or continued with internal differentiation in class. This was 3.7% less than in the previous school year.

40 pupils, which is 0.15% of the total population of the ES, moved to a more suitable school. Most of these pupils were from the Secondary cycle (23 pupils, 57.5%). In the Primary, the figure was 17 pupils (42.5%). There were no pupils in the Nursery leaving for a more suitable school. There was no significant change compared with the previous school year. For these 40 pupils the school did not declare itself unable to meet the child's needs.

In the case of 9 pupils, the situation was different (1 in the Nursery, 1 in the Primary, 7 in the Secondary), when the school declared itself unable to meet the child's needs any longer. In the last school year, there were 6 such pupils. In relation to the total number of ISA agreements (1,017), the figure was 0.9% and in relation to the total number of all European School pupils (26,316), the percentage this year was 0.03% (the percentage is similar to the previous year's figure).

In the case of 29 terminations the family moved away, 2 pupils left the ISA programme at the parents' request and 4 pupils for other, non-specified reasons.

Table 14: Number of new ISA agreements signed during the 2016-2017 school year

	<i>Nursery</i>	<i>Primary</i>	<i>Secondary</i>
Alicante	1	1	4
Bergen	1	2	1
Brussels I	8	14	18
Brussels II	1	28	10
Brussels III	6	21	8
Brussels IV	3	9	3
Frankfurt	0	2	16
Karlsruhe	0	2	0
Luxembourg I	5	4	21
Luxembourg II	3	29	11
Mol	0	2	1
Munich	0	6	2
Varese	2	2	0
TOTAL	30	122	95

2.9. Staff working in ISA

The total number of staff working in the ISA area increased from 485 to 594. The number of teachers increased from 368 to 449 teachers. Most of the support teachers work in the Secondary cycle, numbering 284 (225 a year ago). In the Nursery/Primary cycle, 160 teachers work in the field of Educational Support, which is also more than a year ago, when the number of the support teachers was 141.

The proportion of seconded and locally recruited teachers providing ISA remained similar compared with the previous school year. Teachers comprise 75.6% of all staff working in ISA, while in the 2014-2015 school year the figure was 77%.

The number of personal assistants increased from 103 to 133, thus accounting for 22.4% of the staff working in the ISA area.

The number of speech therapists, psychomotor therapists and occupational therapists who still have a contract as teachers was 9.

The total number of tripartite agreements is 128, more than half (66) in the Primary cycle. The highest number of agreements was signed at the ES, Luxembourg II (35), followed by the ES, Brussels II (29) and Brussels III (20), as shown in Table 16 and Chart 10.

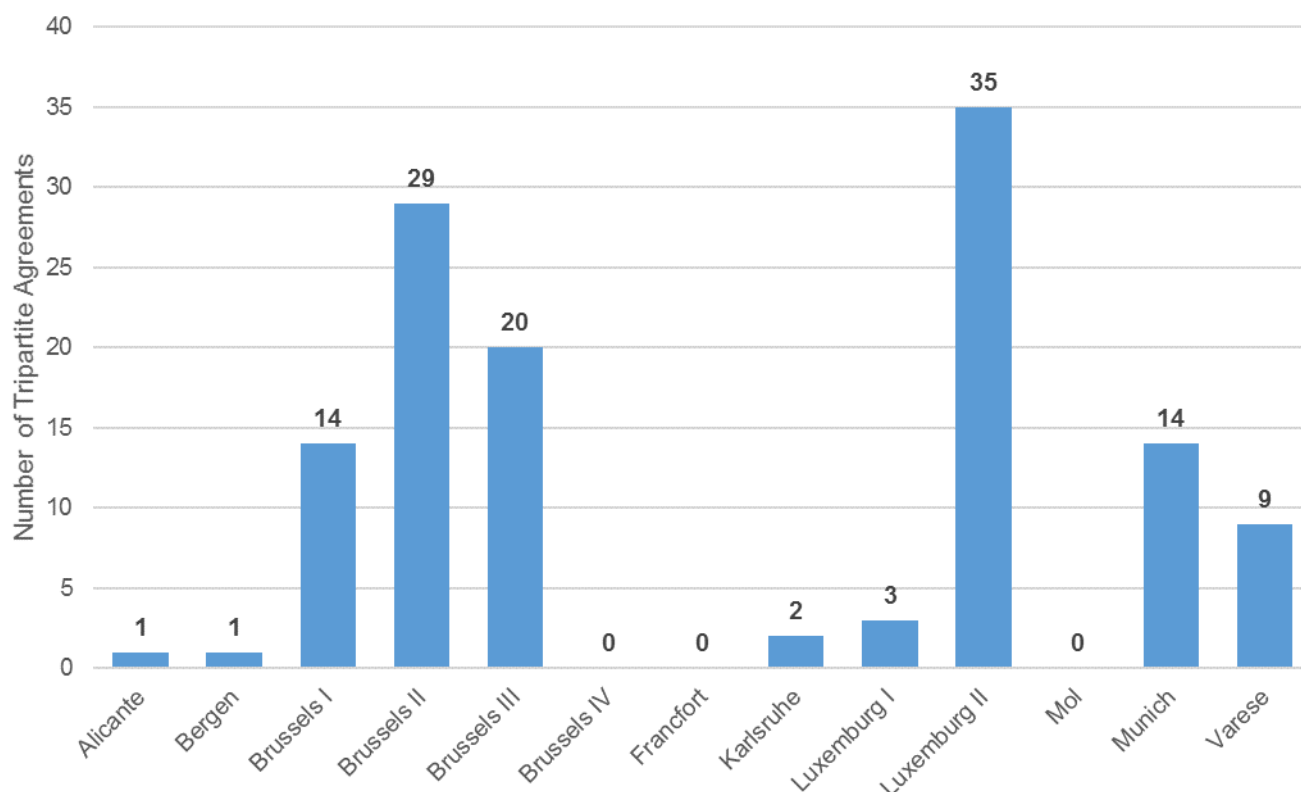
Table 15: Staff providing ISA (Number of persons per cycle) in the 2014-2015 to 2016-2017 school years

	<i>School Year</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	14/15	117	52.2%	156	67.2%	273	59.9%
	15/16	122	52.6%	159	62.8%	281	57.9%
	16/17	139	49.8%	199	63.2%	338	56.9%
Personal assistant	14/15	79	35.3%	17	7.3%	96	21.1%
	15/16	82	35.3%	21	8.3%	103	21.2%
	16/17	107	38.4%	26	8.3%	133	22.4%
Seconded teacher	14/15	23	10.3%	51	22.0%	74	16.2%
	15/16	21	9.1%	66	26.1%	87	17.9%
	16/17	26	9.3%	85	27.0%	111	18.7%
Speech therapist	14/15	4	1.8%	5	2.2%	9	2.0%
	15/16	5	2.1%	5	2.0%	10	2.2%
	16/17	4	1.4%	4	1.3%	8	1.3%
Psychologist	14/15	0	0.0%	2	0.9%	2	0.4%
	15/16	0	0.0%	2	0.8%	2	0.4%
	16/17	2	0.7%	1	0.3%	3	0.5%
Psychomotor therapist	14/15	1	0.4%	0	0.0%	1	0.2%
	15/16	2	0.9%	0	0.0%	2	0.4%
	16/17	1	0.4%	0	0.0%	1	0.2%
Occupational therapist	14/15	0	0.0%	1	0.4%	1	0.2%
	15/16	0	0.0%	0	0.0%	0	0.0%
	16/17	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%
	16/17	0	0.0%	0	0.0%	0	0.0%
TOTAL	14/15	224	100.0%	232	100.0%	456	100.0%
	15/16	232	100.0%	253	100.0%	485	100.0%
	16/17	279	100.0%	315	100.0%	594	100.0%

Table 16: Tripartite agreements (number of agreements in the schools)

<i>School</i>	<i>Nursery</i>	<i>Primary</i>	<i>Secondary</i>	<i>Total</i>
Alicante	0	0	1	1
Bergen	0	0	1	1
Brussels I	5	9	0	14
Brussels II	2	20	7	29
Brussels III	3	12	5	20
Brussels IV	0	0	0	0
Frankfurt	0	0	0	0
Karlsruhe	0	0	2	2
Luxembourg I	0	0	3	3
Luxembourg II	15	20	0	35
Mol	0	0	0	0
Munich	1	1	12	14
Varese	5	4	0	9
TOTAL	31	66	31	128

Chart 10: Number of tripartite agreements by school



2.10. Time used for Intensive Support A

The total amount of ISA time per week in the ES is 237,774 minutes. In the previous school year, it was 185,665 minutes, meaning a 28% increase. The amount of ISA does not distinguish between support given to groups or to individuals, but the large increase in the total amount indicates a tendency to provide more support in groups.

Table 17: Pattern of development of ISA time and number of pupils receiving ISA agreements 2012-2017

<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	12.0%	702	9.7%
2013	152,365	27.0%	792	12.8%
2014	166,056	9.0%	855	8.0%
2015	177,045	6.7%	874	2.2%
2016	185,665	4.8%	971	11.0%
2017	237,774	28.1%	1,017	4.7%

Most ISA time, namely 72%, was provided in the Nursery and Primary cycles, whereas in the year 2016, it was 71% and in the year 2015 it was 74%.

In both cycles there is an increase in the assistance time allocated to pupils requiring ISA. In the Nursery and Primary cycles, it is 67.6% of the total amount of time devoted to pupils with ISA by different professions, whilst in the last school year it was 61% and in the year 2015 it was 35%.

In the Secondary the assistance time to pupils requiring ISA increased from 7% in the year 2015 to 42.3% in the year 2016 and up to 50% this school year. The amount of Educational Support time provided by locally recruited teachers went down in the Nursery and Primary from 34% to 29%, whilst in the Secondary it went down from 48% to 39.5%. Support provided by seconded teachers also decreased in the Primary, down from 5% to 2.9%, whilst in the Secondary the percentage remained similar to the previous school year's figure of 7%.

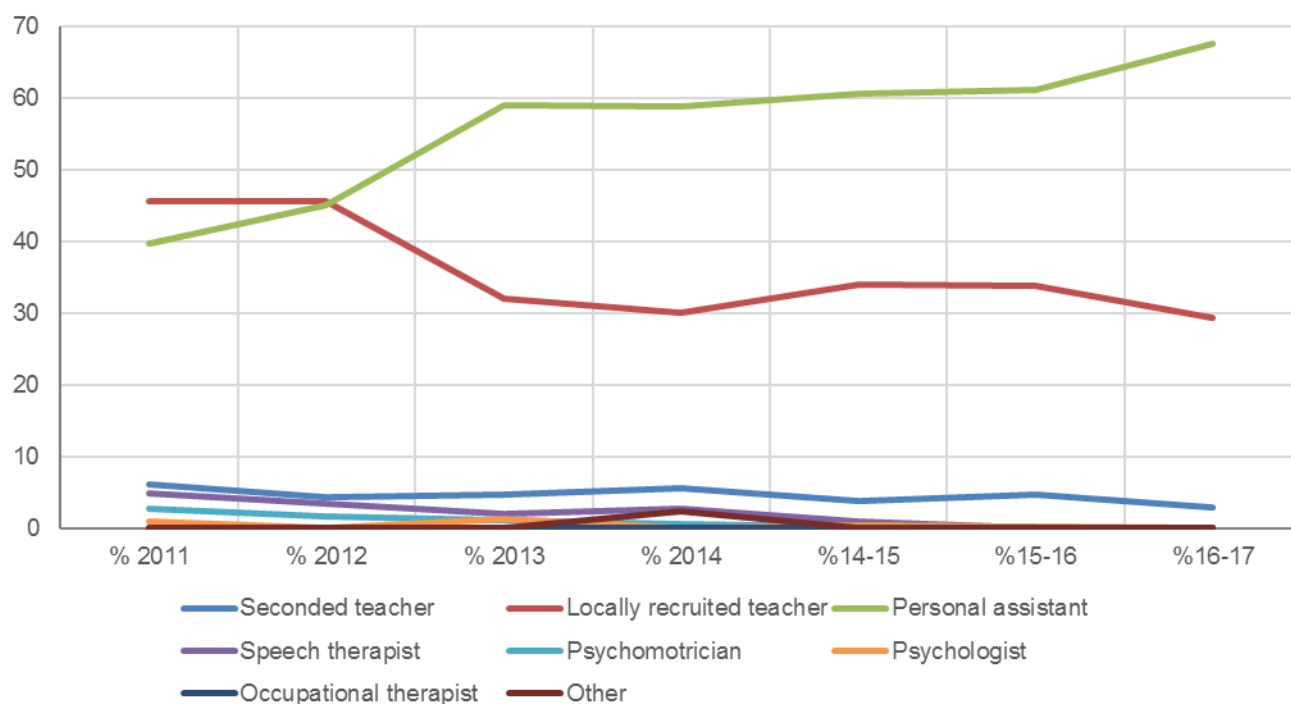
The time allocated to therapists fell further, down to only 0.6%, meaning a decrease in comparison with the 2014-2015 school year, when it accounted for 2.4% of the total amount of support.

Table 18: Total amount of ISA time by cycle offered by different professions

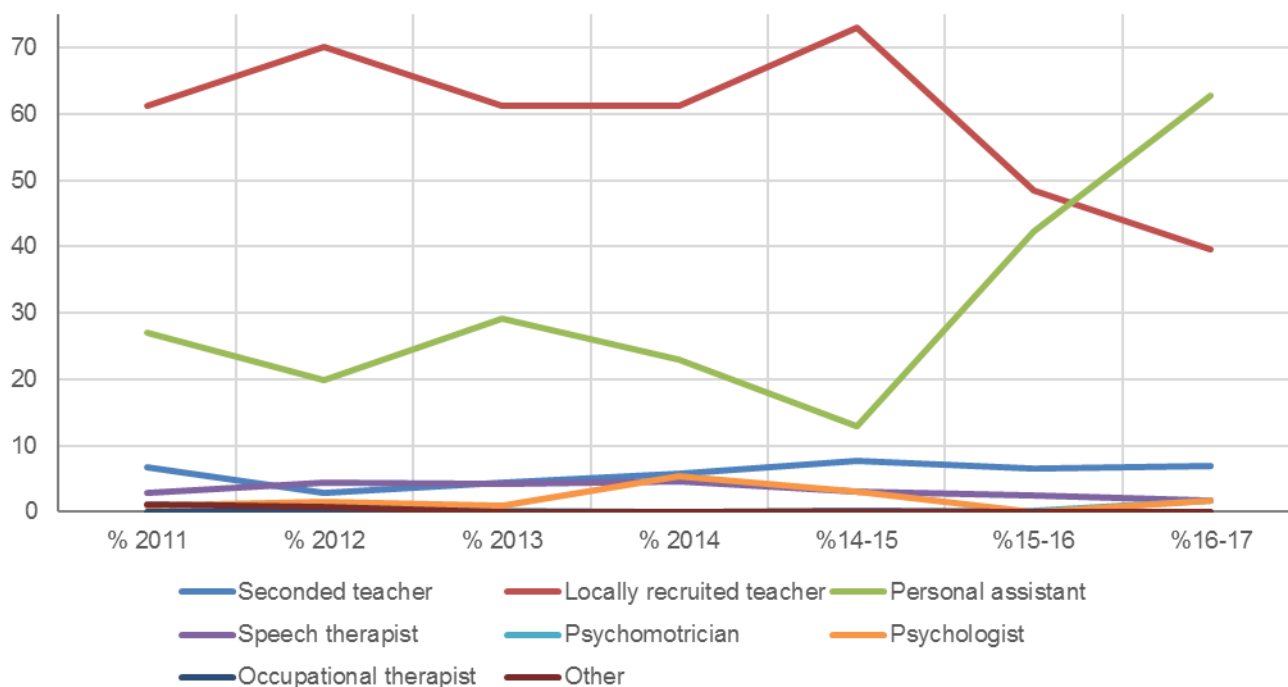
<i>Profession</i>	<i>Nursery & Primary</i>		<i>Secondary</i>		<i>Total</i>	
	<i>Minutes / week</i>	<i>%</i>	<i>Minutes / week</i>	<i>%</i>	<i>Minutes / week</i>	<i>%</i>
Personal assistant	115,924	67.6%	33,245	50.2%	149,169	62.7%
Locally recruited teacher	50,310	29.3%	26,160	39.5%	76,470	32.2%
Seconded teacher	4,935	2.9%	4,635	7.0%	9,570	4.0%
Speech therapist	150	0.1%	1,080	1.6%	1,230	0.5%
Psycho-motor therapist	120	0.1%	0	0.0%	120	0.1%
Occupational therapist	0	0.0%	0	0.0%	0	0.0%
Psychologist	90	0.1%	1,125	1.7%	1,215	0.5%
Other	0	0.0%	0	0.0%	0	0.0%
TOTAL	171,529	100.0%	66,245	100.0%	237,774	100.0%

Charts 11 and 12: Total amount of ISA support/assistance per week by different professions

Nursery & Primary



Secondary



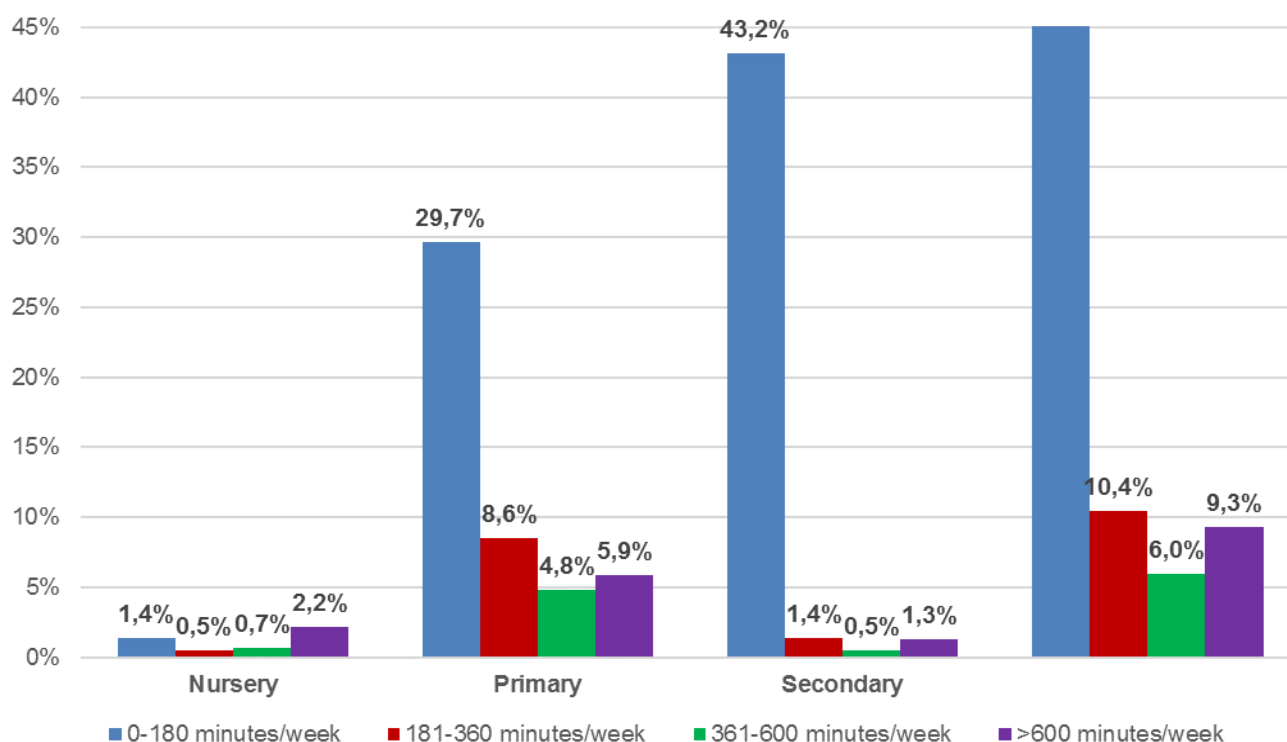
Most of the ISA provided (74.2%) was in the less than 180 minutes per week category, as has been the case for the last four years. The amount of ISA of between 181 and 360 minutes per week was 10.4%, which is slightly less than in the previous year. The amount of support of between 361 and 600 minutes per week was 6% and the amount of the most

intensive support (more than 600 minutes per week) was 9.3%. This shows some degree of increase in these amounts of Educational Support.

Table 19: Amount of ISA by cycle

<i>Amount of ISA</i>	<i>Nursery</i>		<i>Primary</i>		<i>Secondary</i>		<i>Total</i>	
	<i>Pupils</i>	<i>%</i>	<i>Pupils</i>	<i>%</i>	<i>Pupils</i>	<i>%</i>	<i>Pupils</i>	<i>%</i>
0-180 minutes/week	14	1.4%	302	29.7%	439	43.2%	755	74.2%
181-360 minutes/week	5	0.5%	87	8.6%	14	1.4%	106	10.4%
361-600 minutes/week	7	0.7%	49	4.8%	5	0.5%	61	6.0%
>600 minutes/week	22	2.2%	60	5.9%	13	1.3%	95	9.3%
TOTAL	48	4.7%	498	49.0%	471	46.3%	1,017	100.0%

Chart 13: Proportion of pupils with ISA (%) receiving support (minutes per week) by cycle



2.11. European Baccalaureate results of candidates with special arrangements

During the most recent school years (2016, 2017), the European Baccalaureate (EB) report has provided some information about the EB results of candidates with special arrangements. It should be noted that pupils for whom special arrangements have been approved for EB written and oral examinations do not need to be ISA pupils. However, the majority of pupils benefiting from special arrangements have received Educational Support at some level.

Table 20: European Baccalaureate results for pupils with special arrangements and for all candidates

	2016		2017	
	<i>All candidates</i>	<i>With special arrangements</i>	<i>All candidates</i>	<i>With special arrangements</i>
Number of candidates	1 885	83	1,993	104
Number of boys	920	40	977	59
Number of girls	965	33	1,016	45
Pass rate	98.1%	95.9%	97.7%	96.9%
Average final mark	78.3%	72.9%	78.1%	71.3%
AFM boys	76.7%	71.3%	76.6%	70.9%
AFM girls	79.9%	74.8%	79.6%	71.8%
Overall written mark	74.5%	68.0%	73.9%	66.2%
Overall oral mark	81.8%	77.3%	81.9%	75.9%

Comparing the main results, it can be seen that candidates with special arrangements do not differ significantly from the total EB candidate population. Candidates with special arrangements achieve a somewhat lower result and their pass rate is slightly lower but the differences are not significant.

2.12. Use of the ISA budget

According to the data provided by the schools, 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 only 1%.

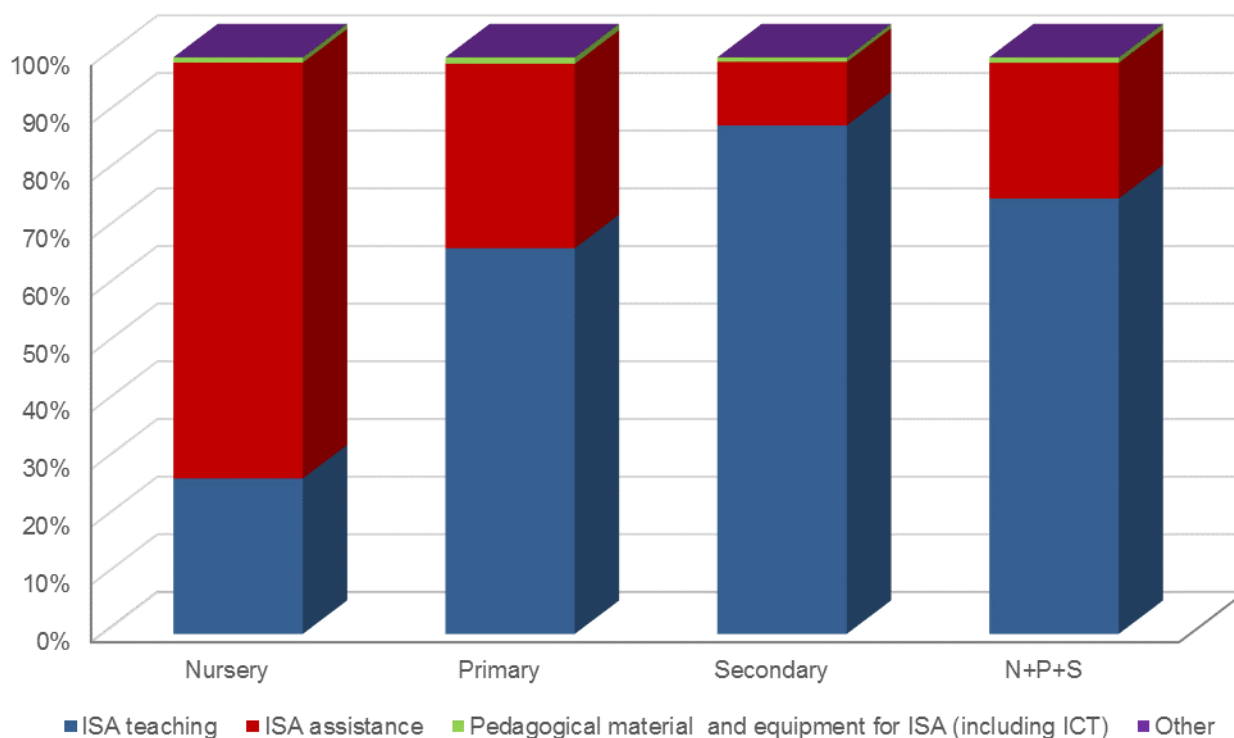
In general, most of the budget in the Secondary cycle is used for ISA teaching, while in the Nursery/Primary cycles, the budget is used for teaching and assistance.

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

Table 21: 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	1.4%	29.7%	44.3%	75.4%
ISA assistance	3.8%	14.2%	5.5%	23.5%
Pedagogical material and equipment for ISA (including ICT)	0.0%	0.5%	0.4%	0.9%
Other	0.0%	0.0%	0.0%	0.0%
TOTAL	5.3%	44.3%	50.3%	99.9%

Chart 14: Use of the ISA budget within the cycles (% , average of all schools)



3. Costs per pupil

Costs per pupil are calculated based on the budgets and closures of the European Schools, in which the figures are not broken down by the type of support (they include the costs of General, Moderate, ISB and ISA Support). The budget was calculated to match the 2016-2017 school year (4½ months are from the 2016 budget and 8½ months from the 2017 budget).

The total number of ES pupils enrolled on General Support courses is 4,702, Moderate Support 2,743, IAS 1,017 and ISB 354.

The cost of all forms of Educational Support in the 2016-2017 school year totalled €11,456,959.67. This is a €2,328,519 increase on the previous year's total budget.

The average cost per pupil enrolled on an Educational Support course was €1,300, whilst in the last school year it was €1,072.

In five schools, the cost per pupil is markedly lower than the average cost (Bergen, Frankfurt, Luxembourg I, Mol, Munich). In two schools, the cost is markedly higher than the average (Brussels I and Brussels III).

The concrete figures on costs per pupil and on numbers of pupils receiving different forms of support in each school in the 2014-2015, 2015-2016 and 2016-2017 school years are shown in the following tables.

Table 22: Pattern of development of the cost per pupil in the 2014-2015 to 2016-2017 school years

<i>School</i>	<i>2014-2015</i>	<i>2015-2016</i>	<i>2016-2017</i>
Alicante	1,224.63 €	973.91 €	1,334.03 €
Bergen	1,121.38 €	1,161.08 €	781.23 €
Brussels I	1,387.01 €	1,633.72 €	2,444.71 €
Brussels II	1,412.38 €	1,181.36 €	1,413.45 €
Brussels III	1,337.83 €	1,341.72 €	1,928.19 €
Brussels IV	1,168.06 €	804.58 €	1,563.03 €
Frankfurt	362.11 €	241.56 €	408.96 €
Karlsruhe	1,001.83 €	690.56 €	1,235.70 €
Luxembourg I	1,471.96 €	1,287.52 €	886.36 €
Luxembourg II	1,148.77 €	1,068.25 €	1,411.36 €
Mol	426.19 €	461.38 €	409.58 €
Munich	911.27 €	1,180.89 €	947.56 €
Varese	1,250.19 €	1,412.78 €	1,427.85 €
TOTAL	1,129.73 €	1,072.17 €	1,299.56 €

Table 23: Budget in the 2016-2017 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>Number of Pupils (total pop.)</i>	<i>% of the pupil pop.</i>	<i>Number of pupils receiving General Sup.</i>	<i>% of the pupils receiving Moderate Support</i>	<i>Number of pupils receiving Moderate Sup.</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 ISA</i>	<i>% of the pupil pop.</i>	<i>Total pupils receiving support (F+H+J+L)</i>	<i>% of the pupil pop.</i>	<i>Budget Per pupil (B/N)</i>
Ali	382,866.67 €	3.3%	1,011	3.8%	212	4.5%	47	1.7%	13	3.7%	15	1.5%	287	3.3%	1,334.03 €
Ber	110,153.67 €	1.0%	537	2.0%	128	2.7%	1	0.0%	2	0.6%	10	1.0%	141	1.6%	781.23 €
Bru I	1,699,072.00 €	14.8%	3,509	13.3%	430	9.1%	116	4.2%	15	4.2%	134	13.2%	695	7.9%	2,444.71 €
Bru II	1,503,906.67 €	13.1%	3,045	11.6%	523	11.1%	372	13.6%	1	0.3%	168	16.5%	1,064	12.1%	1,413.45 €
Bru III	1,671,738.33 €	14.6%	3,027	11.5%	383	8.1%	270	9.8%	66	18.6%	148	14.6%	867	9.8%	1,928.19 €
Bru IV	1,447,367.00 €	12.6%	2,697	10.2%	594	12.6%	212	7.7%	49	13.8%	71	7.0%	926	10.5%	1,563.03 €
FrF	187,302.00 €	1.6%	1,468	5.6%	174	3.7%	238	8.7%	14	4.0%	32	3.1%	458	5.2%	408.96 €
Kar	401,601.33 €	3.5%	828	3.1%	215	4.6%	65	2.4%	7	2.0%	38	3.7%	325	3.7%	1,235.70 €
Lux I	1,273,700.00 €	11.1%	3,267	12.4%	425	9.0%	756	27.6%	135	38.1%	121	11.9%	1,437	16.3%	886.36 €
Lux II	1,309,745.00 €	11.4%	2,548	9.7%	474	10.1%	300	10.9%	10	2.8%	144	14.2%	928	10.5%	1,411.36 €
Mol	240,835.33 €	2.1%	758	2.9%	322	6.8%	250	9.1%	6	1.7%	10	1.0%	588	6.7%	409.58 €
Mun	674,665.33 €	5.9%	2,310	8.8%	497	10.6%	95	3.5%	35	9.9%	85	8.4%	712	8.1%	947.56 €
Var	554,006.33 €	4.8%	1,311	5.0%	325	6.9%	21	0.8%	1	0.3%	41	4.0%	388	4.4%	1,427.85 €
TOT	11,456,959.67 €	100.0%	26,316	100.0%	4,702	100.0%	2,743	100.0%	354	100.0%	1,017	100.0%	8,816	100.0%	1,299.56 €

In relation to total pupil population: €435.36

The table below shows the allocations and the use of the Educational Support budget per school. The 'initial budget' column is the budget allocation as approved by the Board of Governors. The 'implementation' column is the actual expenditure or the actual use of the budget. In 2014, there had been rectifications to the budget allocation and there is therefore a column with 'final budget', which is the budget planned after the rectifications. The budget line 'Remunerations relating to Educational Support' (abbreviated to 'ES' in the table) covers the salaries, social security charges and other staff costs linked with Educational Support. The budget line 'Educational Support' covers equipment and material in relation with Educational Support. In the year 2016, in five schools (Alicante, Bergen, Frankfurt, Munich, Varese), the budget earmarked for Educational Support was not fully used. The other 8 schools used more money than originally planned for Educational Support.

Table 24: Budget for Educational Support by school

	2014			2015		2016		2017	
	initial budget	final budget	implementation	2015 Budget	Implementation	2016 Budget	Implementation	2017 Budget	
Alicante	228,273	277,473	271,283	408,094	243,844	430,287	302,572	423,014	0
Remunerations relating to ES	226,773	275,973	269,993	406,594	243,844	428,787	302,476	421,514	
Educational Support	1,500	1,500	1,290	1,500	0	1,500	96	1,500	
Bergen	88,424	108,903	77,072	136,400	92,611	134,823	84,537	122,962	0
Remunerations relating to ES	85,520	106,212	74,382	133,438	90,640	131,861	82,198	120,000	
Educational Support	2,904	2,691	2,690	2,962	1,971	2,962	2,339	2,962	
Bruxelles I	1,279,929	1,199,849	1,184,059	1,255,469	1,403,554	1,334,655	1,486,216	1,805,500	0
Remunerations relating to ES	1,277,819	1,197,739	1,182,739	1,253,317	1,401,751	1,332,460	1,485,583	1,800,000	
Educational Support	2,110	2,110	1,320	2,152	1,803	2,195	633	5,500	
Bruxelles II	1,218,465	1,214,465	1,213,650	1,257,523	1,319,795	1,284,035	1,514,720	1,498,500	0
Remunerations relating to ES	1,213,525	1,209,525	1,208,712	1,252,583	1,316,665	1,283,535	1,512,069	1,480,000	
Educational Support	4,940	4,940	4,938	4,940	3,130	500	2,651	18,500	
Bruxelles III	1,331,925	1,068,925	985,416	1,269,213	1,011,679	1,170,093	1,191,013	1,912,101	0
Remunerations relating to ES	1,328,160	1,065,160	981,786	1,265,373	1,007,843	1,165,969	1,187,524	1,908,101	
Educational Support	3,765	3,765	3,630	3,840	3,836	4,124	3,489	4,000	
Bruxelles IV	683,336	677,303	660,696	864,576	642,665	840,886	1,076,943	1,632,579	0
Remunerations relating to ES	681,336	676,336	659,729	861,576	640,750	822,886	1,070,207	1,628,579	
Educational Support	2,000	967	967	3,000	1,915	18,000	6,736	4,000	
Culham	155,696	199,696	197,917	151,223	160,204	162,342	185,840	118,966	0
Remunerations relating to ES	154,896	198,896	197,613	150,423	159,457	161,542	185,085	118,566	
Educational Support	800	800	304	800	747	800	755	400	
Frankfurt	198,319	129,389	127,919	246,190	105,540	150,500	108,906	226,500	0
Remunerations relating to ES	196,319	128,989	127,771	245,690	105,540	150,000	108,906	225,000	
Educational Support	2,000	400	148	500	0	500	0	1,500	
Karlsruhe	386,274	335,401	322,190	440,000	345,769	344,000	376,804	414,000	0
Remunerations relating to ES	379,274	328,401	315,331	433,000	338,714	335,000	372,813	405,000	
Educational Support	7,000	7,000	6,859	7,000	7,055	9,000	3,991	9,000	
Luxembourg I	1,051,730	860,730	814,817	1,177,894	998,760	1,111,312	1,172,462	1,324,319	0
Remunerations relating to ES	1,043,730	852,730	810,064	1,169,394	991,560	1,102,812	1,170,555	1,319,319	
Educational Support	8,000	8,000	4,753	8,500	7,200	8,500	1,907	5,000	
Luxembourg II	770,555	804,832	802,829	956,433	915,276	1,082,247	1,142,783	1,393,226	0
Remunerations relating to ES	741,429	782,292	799,772	932,727	905,513	1,057,948	1,137,630	1,388,226	
Educational Support	29,126	22,540	3,057	23,706	9,763	24,299	5,153	5,000	
Mol	249,718	199,718	147,675	230,459	156,198	192,500	317,506	202,500	0
Remunerations relating to ES	247,143	197,143	146,607	227,959	153,830	190,000	315,269	200,000	
Educational Support	2,575	2,575	1,068	2,500	2,368	2,500	2,237	2,500	
Munich	877,335	736,801	736,091	881,310	722,960	928,055	817,996	603,000	0
Remunerations relating to ES	874,635	734,101	733,391	878,610	720,369	925,355	815,337	600,000	
Educational Support	2,700	2,700	2,700	2,700	2,591	2,700	2,659	3,000	
Varese	516,395	516,265	472,002	566,622	448,961	515,108	493,401	584,309	0
Remunerations relating to ES	511,193	511,193	466,930	561,420	443,759	509,831	488,124	578,309	
Educational Support	5,202	5,072	5,072	5,202	5,202	5,277	5,277	6,000	
	8,880,678	8,130,054	7,815,699	9,690,183	8,407,612	9,518,501	10,085,859	12,142,510	0

4. European School, Culham

The total number of pupils on roll at the ES, Culham was 389 in the 2016-2017 school year, all in the Secondary cycle.

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

Table 25: Number of pupils receiving support + percentage in relation to the total pupil population of the ES, Culham

	<i>Nursery</i>	<i>Primary</i>	<i>%</i>	<i>Secondary</i>	<i>%</i>
General	0	0	0.0%	34	8.7%
Moderate	0	0	0.0%	0	0.0%
ISB	0	0	0.0%	1	0.3%
ISA	0	0	0.0%	8	2.1%
TOTAL	0	0	0.0%	43	11.1%

Intensive Support A was provided for 8 pupils, all of them in different years of the Secondary cycle.

Table 26: Intensive Support A by year group

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

Unfortunately, the frequency of diagnosis is impossible to ascertain from Business Object.

General Support was provided mostly in Physics, L1 and Mathematics; ISA mostly in L2 (8 pupils) and in L1 (5 pupils).

Table 27: All kinds of support by subject

	<i>Chemistry</i>	<i>Language I</i>	<i>Language II</i>	<i>Mathematics</i>	<i>Physics</i>	<i>TOTAL</i>
General	9	13	8	10	14	54
Moderate	0	0	0	0	0	0
ISB	0	1	0	0	0	1
ISA	0	5	8	2	0	15
TOTAL	9	19	16	12	14	70

The total budget in the school year was €141,257.33, down by 12.6% on the previous school year, whilst the budget per pupil was €3,285.05, which is an increase of 46.3% compared to the 2015-2016 school year.

Table 28: Pattern of development of the budget and of the costs per pupil receiving Educational Support

<i>2015-2016</i>		<i>2016-2017</i>	
<i>Budget</i>	<i>Budget per pupil</i>	<i>Budget</i>	<i>Budget per pupil</i>
€161,629.33	€2,245.85	€141,257.33	€3,285.05

5. Highlighted findings

- The data were collected via a survey using an electronic questionnaire. Only one school stated that the data could be retrieved from SMS and only for the Nursery and Primary.
- The proportion of pupils receiving different forms of support differs significantly across the schools and between the cycles within the schools. There is room for improvement in the harmonisation of implementation of the Educational Support Policy across and within the schools.
- All forms of support are used in most schools. Intensive Support B is the least frequent. Whilst in the previous school year 73% of ISB was used for non-SWALS, in the 2016-2017 school year the breakdown of pupils between SWALS and non-SWALS was almost equal.
- The number and percentage of Intensive Support A increased again, rising to 1,017 pupils (3.86%). In four years (2012-2013 to 2016-2017) there was an increase of 176 pupils receiving ISA. This corresponds to an increase of 21% in four years. In addition, in terms of percentages of the overall population, the figure rose from under 3.4% to 3.9%.
- The subjects in which support is most frequently required are languages and mathematics, but the development of cross-curricular areas, such as learning to learn, personal development and social skills are also supported, especially in the Nursery and Primary cycles, but this year in the Secondary cycle too.
- Time allocated to assistance for pupils with ISA increased by 28% in the 2016-2017 school year.
- 86% of pupils with ISA were normally promoted, which is similar to the figure for the previous school years.
- The number of ISA pupils who spent a further year in the Nursery was up compared with the previous year.
- The number of new ISA Agreements in the 2016-2017 school year was twice as high as the number of terminated agreements.
- In the case of 9 pupils, the school declared itself unable to meet the child's needs any longer. In relation to the total number of ISA agreements (1,017), it was 0.9% and in relation to the total number of all European School pupils (26,316), the percentage this year was 0.03%.
- In eight schools the budget allocation for Educational Support was exceeded, whilst in five schools the budget was not fully used.
- In total, the budget increased by 26% over the previous year. Costs are linked not only with the changes in the number of pupils but also, for instance, with changes in teaching time.

6. Recommendations

For the Schools:

- Systematic cooperation of the staff providing support, especially between the class teachers and assistants.
- Systematic monitoring, assessment and recording of the processes and results of Educational Support.
- Monitor, record and report more transparently the reasons for terminating an ISA programme.
- Record and report how many enrolment applications could not be accepted because of Special Educational Needs and why that was the case.
- Obtain information about the reasons why pupils leave the school.
- Support early identification of pupils' special needs by systematic use of initial information gathered from the Entry Profile and from school enrolment forms.

For the ES System:

- Establish a system of data gathering and recording which enables length, amount and intensity of Educational Support to be monitored more precisely.
- Lay down rules for the qualifications of Educational Support teachers, especially of those who are locally recruited.
- Update the document outlining the Job Description of SEN Assistants, Ref.: 2011-07-D-1-en-1.
- Monitor, record and report more transparently the reasons for terminating an ISA programme
- Amend the diagnosis classification in line with the WHO classification.
- Include in the Statistical Report a summary of how many enrolment applications could not be accepted because of Special Educational Needs and why that was the case.
- Add to the Statistical Report the budget expenditure on support coordinators.

7. Opinion of the Joint Board of Inspectors

The JBI expressed a favourable opinion on all the recommendations made in the Statistical Report. It invited the Educational Support Policy Group in the future to determine criteria intended to fine-tune and monitor the recruitment of 'Educational Support Assistants' for the European Schools.

The JBI forwarded the report to the JTC and to the BC for their opinions and to the BoG for approval.

8. Opinion of the Joint Teaching Committee

The JTC expressed a favourable opinion on the Statistical Report on Educational Support and on the integration of pupils with Special Educational Needs into the European Schools in the year 2016-2017. The big discrepancy between the schools when it came to the cost per pupil showed the need for a harmonised approach towards support and an exchange of best practices. Furthermore, the EC requested data on the cost per type of support. The statute of the assistants urgently needed revision. It was also requested that a footnote be added to the attainment descriptors on how they should be considered for pupils with special needs. Based on the *Implementation of the Educational Support Policy in the European Schools Report*, to be presented in October 2018, and the experience of the three consecutive Statistical Reports, the structure of the survey would be modified (methodology and content-wise). The report would be sent forward to the Budgetary Committee for its opinion and to the Board of Governors for approval.

9. Opinion of the Budgetary Committee

The Budgetary Committee took note and gave a favourable opinion on the statistical report regarding the educational support and the integration of pupils with Special Educational Needs into the European Schools in the year 2016-2017. The report would be forwarded to the Board of Governors for approval.

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.eursec.eu).