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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 2018-2019

Board of Governors

Meeting on 15, 16 and 17 April 2020

Table of Contents

Table of Contents	2
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.....	7
1.4 Distribution of General, Moderate and ISB Support by subjects	8
2. Intensive Support A	10
2.1 Pattern of development of the number of pupils receiving ISA.....	10
2.2 Pupils receiving ISA by school and by cycle.....	11
2.3 Pupils receiving ISA by language sections / Number of pupils receiving ISA in relation to the total number of pupils in the section	13
2.4 Percentage of pupils receiving ISA by year group	14
2.5 Diagnoses of pupils receiving Intensive Support A.....	15
2.6 Intensive Support A by subjects.....	18
2.7 Pupils with special educational needs refused admission	20
2.8 Benefit of Educational Support	20
2.9 Termination of ISA agreements	21
2.10 Staff working in ISA.....	22
2.11 Tripartite agreements	23
2.12 Time used for Intensive Support A.....	24
3. Resources for Educational Support	29
3.1 Teachers providing all forms of support.....	29
3.2 Assistants.....	30
3.3 Educational Support coordinators.....	30
4. European Baccalaureate results of candidates with special arrangements	32
5. Budget for Educational Support	33
5.1 Educational Support budget in the 2018-2019 school year in relation to different forms of support and cost per pupil.....	33
5.2 Educational Support budget for support coordination.....	37
6. Highlighted findings	38
7. Proposals for the Joint Board of Inspectors and the Joint Teaching Committee	40
8. Opinion of the Joint Board of Inspectors	40
9. Opinion of the Joint Teaching Committee	40
10. Proposal for the Budgetary Committee	40
11. Opinion of the Budgetary Committee	40
12. Proposal for the Board of Governors	40

Introduction

Implementation of the Educational Support Policy is reported on annually. The reporting period in this report is the 2018-2019 school year.

The content of the report essentially remained the same during the reporting years 2014-2018. The development of the main topics was followed and the structure and format of tables and charts remained the same. In order to give a more complete picture of the Educational Support provided in the European Schools (ES), some questions were amended slightly and some additional data were requested, whilst maintaining the comparability of the reports for the different years. The classification of the diagnoses was updated according to internationally used classifications and to be used to describe the most common diagnoses which have an impact on learning in the context of the European Schools.

The data were collected via a survey using an online electronic questionnaire, which was sent to the schools on 26 September 2019. The data on the budget used came from the approved Budget for 2019 and the approved Closing of the 2018 Accounts of the European Schools.

The schools' data were acquired on 31 August 2019, the last day of the 2018-2019 school year. Data collected 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 in January 2020.

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, three consecutive school years are presented; in some cases, when the development needs to be shown, a four-year pattern of development is presented. When reporting on ISA, a four-year pattern of development is presented where needed and where the relevant data are available.

Under the current Policy, support is organised on the basis of 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. When reporting the number of pupils receiving any form of support, each pupil is counted as a pupil receiving General, Moderate, ISA or ISB support.

This statistical report is always based on quantitative data and cannot give explanations as to the results received. As in last year's survey, schools could give some additional qualitative information about provision of Educational Support in their schools. The qualitative information provides an additional insight into some findings and results.

Finally, the schools should analyse the overall results and the school-based results and use this information in their internal development work and forward planning.

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 on 31 August 2019 was 27 262. This number of pupils is used when the total number of pupils in the ES is reported. If a pupil receives several forms of Educational Support, he or she will be counted as one in each form of Educational Support that he or she has received.

The most common form of Educational Support is **General Support (GS)**, which is provided in all the schools and all the cycles. The percentage of pupils receiving General Support was quite stable over the three-year observation period 2016-2019.

- ✓ At the ES, Alicante, Brussels II, Frankfurt, Karlsruhe, Mol, Munich and Varese, more than 20% of pupils received General Support.
- ✓ GS is less commonly used at Luxembourg II in particular, where fewer than 10% of pupils receive GS.
- ✓ At the ES, Mol, the percentage of pupils receiving GS increased significantly, now amounting to more than 45% of all pupils. Based on the data, the number of pupils receiving GS at Mol seems to vary from year to year:

15/16: 29% 16/17: 42% 17/18: 28% 18/19: 46%

The second most common form of support is **Moderate Support (MS)**.

- ✓ MS is used most at Mol and at Luxembourg I, where the percentage of pupils receiving MS is more than 25% of pupils.
- ✓ Less MS is used at Brussels III, where 2% of pupils receive it.

Intensive Support B (ISB) is a form of intensive support used to support a pupil without special educational needs but who is not able to access the standard curriculum.

- ✓ The percentage of pupils receiving ISB is low but seems to be stable at 1% of pupils in the ES. It is not used at the ES, Luxembourg I, as was also the case last year. At the ES, Brussels II, the percentage of pupils receiving ISB is 0.1%
- ✓ ISB is used most at Brussels III and Munich, where around 2% of the pupil population received it.

Intensive Support A (ISA) is used in all the schools and the percentage of pupils receiving ISA is increasing steadily, now amounting to 4.6% of the ES population. In comparison with the school year 2017-2018, it is the increase of 9.7%, while the increase of the total pupil population was 1%.

- ✓ The percentage of pupils receiving ISA is clearly above the average percentage at Brussels II, Karlsruhe, Luxembourg I and Luxembourg II.
- ✓ The percentage of pupils receiving ISA is relatively low at the ES, Brussels IV.

In some schools, significant changes in provision of different forms of educational support have been noticed, e.g.:

- ✓ Percentage of pupils provided with GS in the ES, Brussels III doubled in one year from 9% to 18% while percentage of pupils receiving MS decreased from 12% to 2%.
- ✓ In the ES, Brussels II, there is a variation of provision of GS, MS and ISA in comparison with the previous school year.

Table 1: Percentage of pupils* enrolled on an Educational Support Course (% of pupil with Educational Support in relation to the total number of pupils in the schools in the years 2016-2017, 2017-2018 and 2018-2019)

	General			Moderate			Intensive B			Intensive A		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Ali	21.0%	20.5%	24.0%↑	5.0%	4.6%	5.4%↑	1.0%	1.8%	1.1%↓	1.5%	1.7%	2.1%↑
Ber	24.0%	13.1%	12.2%↓	0.0%	2.2%	3.5%↑	0.0%	0.0%	0.4%↑	1.9%	2.2%	2.7%↑
B I	12.0%	11.1%	12.9%↑	3.0%	4.3%	3.1%↓	0.0%	0.5%	1.2%↑	3.8%	4.0%	4.9%↑
B II	17.0%	13.5%	20.1%↑	12.0%	7.2%	10.2%↑	0.0%	0.2%	0.1%↓	5.5%	6.8%	5.3%↓
B III	13.0%	9.6%	18.1%↑	9.0%	12.2%	2.2%↓	2.0%	3.2%	2.1%↓	4.9%	5.2%	4.6%↓
B IV	22.0%	18.9%	18.9%=	8.0%	9.8%	9.3%↓	2.0%	0.7%	1.8%↑	2.6%	2.0%	1.9%↓
Frf	12.0%	23.4%	26.5%↑	16.0%	17.3%	18.7%↑	1.0%	2.0%	1.4%↓	2.2%	2.9%	3.6%↑
Kar	26.0%	36.2%	25.7%↓	8.0%	9.8%	8.6%↓	1.0%	0.8%	1.0%↑	4.6%	4.9%	5.3%↑
Lux I	13.0%	19.1%	15.6%↓	23.0%	27.1%	25.1%↓	4.0%	0.0%	0.0%=	3.7%	4.5%	6.0%↑
Lux II	19.0%	11.9%	9.6%↓	12.0%	9.2%	6.6%↓	0.0%	0.3%	0.7%↑	5.7%	6.2%	7.9%↑
Mol	42.0%	28.3%	45.5%↑	33.0%	29.0%	26.8%↓	1.0%	0.9%	0.9%=	1.3%	2.8%	4.8%↑
Mun	22.0%	20.9%	27.1%↑	4.0%	3.6%	4.3%↑	2.0%	1.0%	2.3%↑	3.7%	3.5%	3.3%↓
Var	25.0%	25.8%	20.1%↓	2.0%	2.6%	9.1%↑	0.0%	0.5%	0.1%↓	3.1%	3.3%	3.3%=
TOT	18.0%	17.0%	18.9%↑	10.0%	10.8%	9.6%↓	1.0%	0.9%	1.1%↑	3.9%	4.2%	4.6%↑

*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.

The proportion of SWALS and NON-SWALS receiving ISB differs from year to year. In the 2018-2019 school year, 83% of ISB was provided for non-SWALS.

Table 2: Percentage of SWALS receiving Intensive Support B since the year 2014

School Year	ISB		
	SWALS	NON-SWALS	TOTAL
2014-2015	44%	56%	100%
2015-2016	27%	73%	100%
2016-2017	55%	45%	100%
2017-2018	36%	64%	100%
2018-2019	17%	83%	100%

Since the year 2013, the number of pupils receiving ISA has increased from 792 to 1 254, which amounts to 4.6% of the ES' total pupil population and represents an increase of 58% in six years. Since 2016, when the number of pupils receiving ISA was 971, the increase is 29%.

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

November 2013	November 2014	August 2015	August 2016	August 2017	August 2018	August 2019
3.23%	3.37%	3.46%	3.80%	3.86%	4.24%	4.60%
N=792	N=841	N=860	N=971	N=1 017	N=1 143	N=1 254

1.2 Distribution of different forms of support by school and by cycle

In seven schools, the **number of pupils** receiving Educational Support is balanced **between the cycles**.

- ✓ At the ES, Frankfurt, nearly 70% of all support is provided in the Nursery and Primary cycles. This difference between the cycles was detected in all the years in which all forms of support were followed (the previous four school years).
- ✓ At the ES, Brussels IV, 67% of all support is provided in Nursery and Primary cycle.
- ✓ At Brussels I and Munich also, the provision of Educational Support is significantly higher in the Nursery/Primary than in the Secondary.
- ✓ At the ES, Bergen and at Mol, more than 60% of pupils receiving Educational Support were in the Secondary.

The distribution of **different forms** of Educational Support differs between the cycles within the same school. Comparison of the data from the 2017-2018 school year in the previous Statistical Report with the data collected in the year 2018-2019 shows certain developments in some schools.

- ✓ Two schools, Brussels III and Frankfurt, have virtually stopped offering MS in the Secondary. At Karlsruhe, Luxembourg II, Munich and Varese also, provision of MS is very limited.
- ✓ At Bergen in the N/P cycle, MS is not offered.
- ✓ At Luxembourg I, during the two-year period, the proportion of ISB was 0.0% in both cycles. ISB is not offered in the N/P at Bergen, Brussels II, Brussels IV and Varese. In the Secondary school at Frankfurt and Luxembourg II, ISB is not offered.
- ✓ An internal difference in the provision of different forms of support is found at Frankfurt, Luxembourg II and at Varese. In those three school MS predominates in the N/P cycle and GS in the Secondary cycle.

Chart 1A: Proportion of pupils receiving different forms of support by school and by cycle (total by school = 100%)

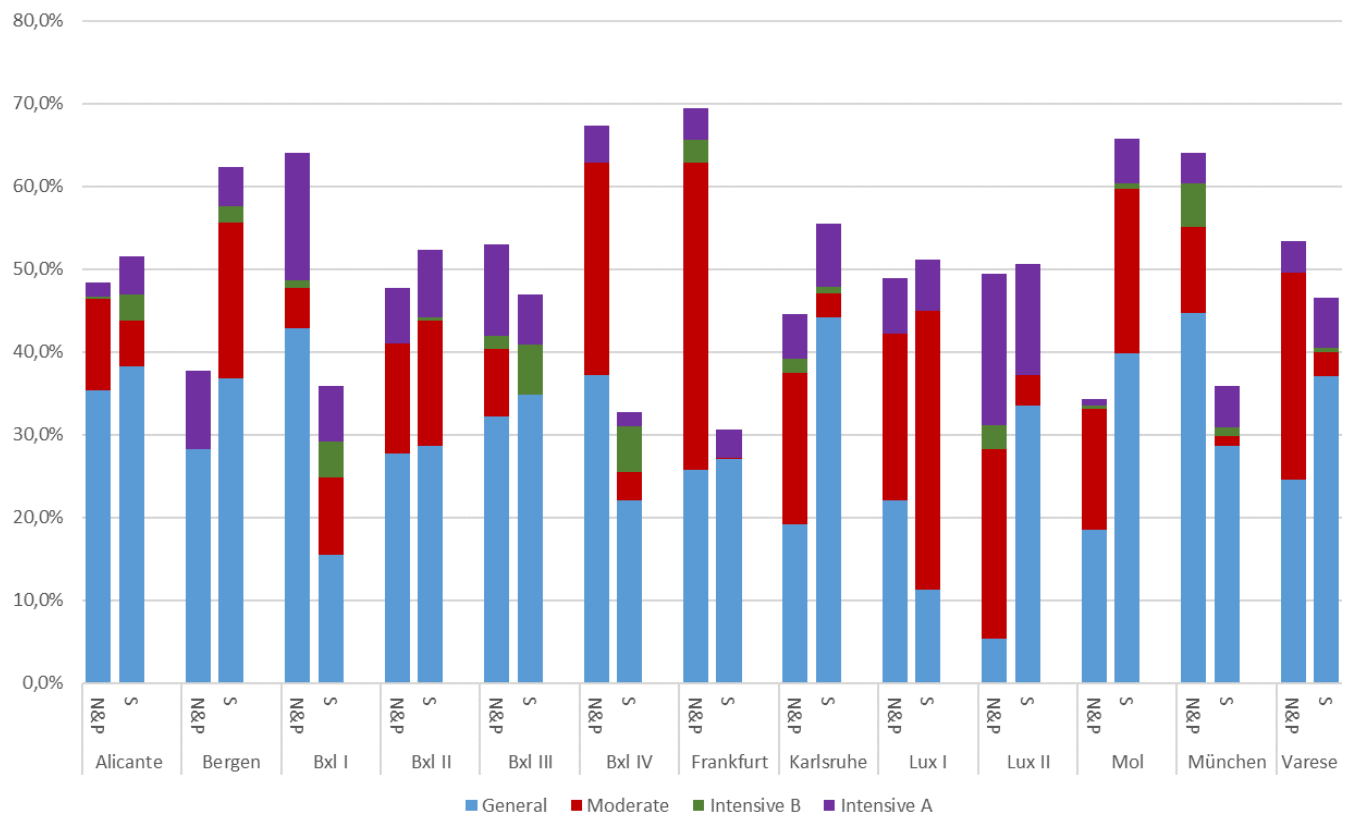
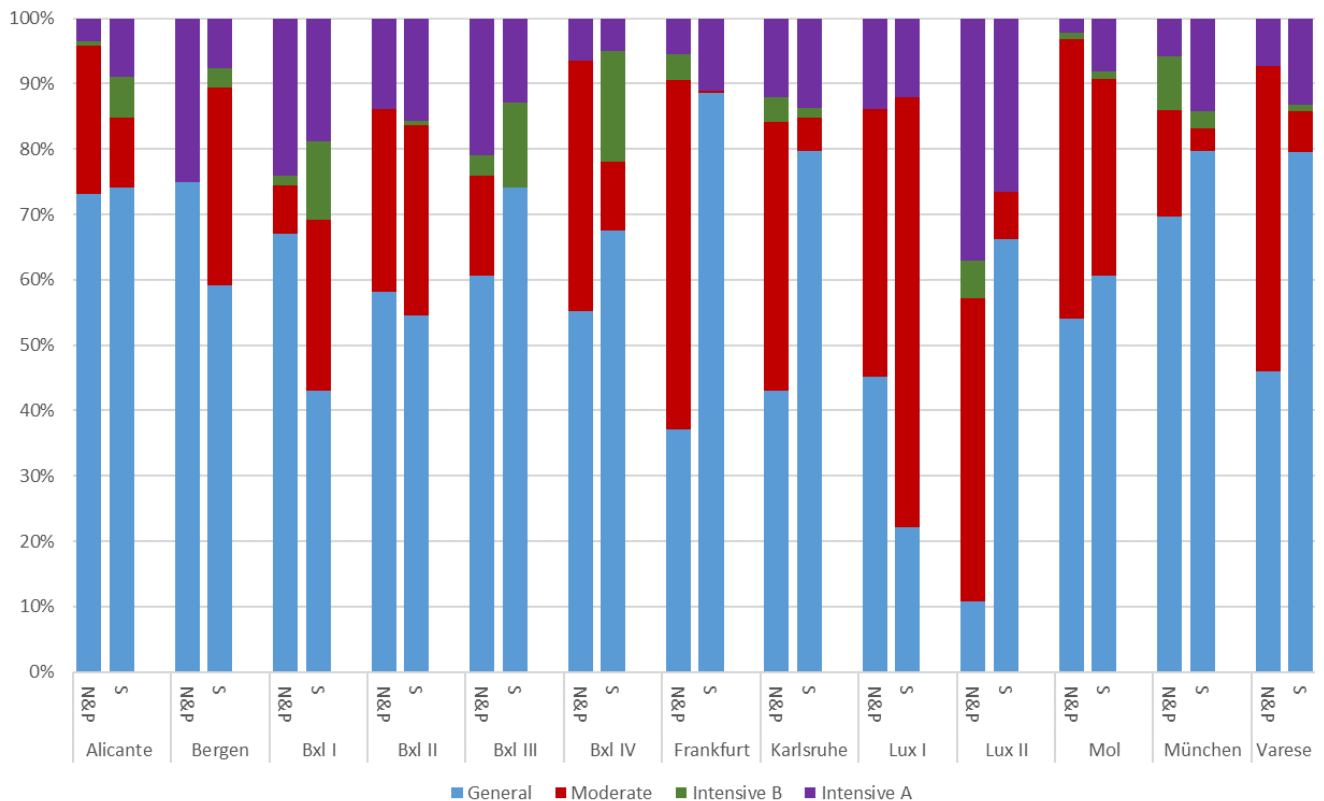


Chart 1B: Proportion of pupils receiving different forms of support by school and by cycle (total by cycle = 100%)



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 pupils being provided with those forms of support in the ES system as a whole. The percentage of pupils in those sections in relation to the total number of pupils in the ES system is 64%.

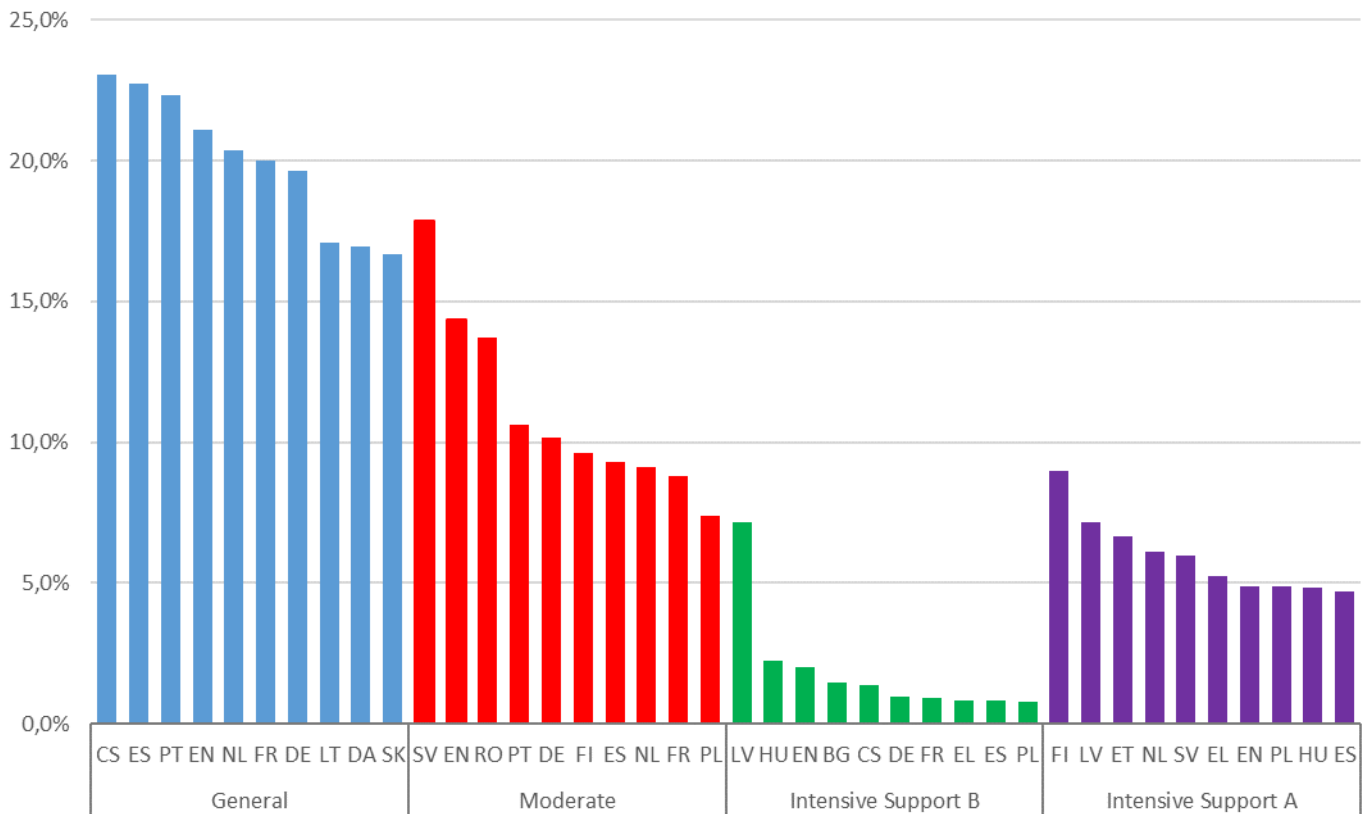
It should be remembered that the vehicular language sections have the largest number of SWALS.

In Chart 2 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 common (more than 20% of pupils receiving support) in the Czech, Spanish, Portuguese, English, French and Dutch language sections.
- ✓ Moderate Support is most frequently used in the Swedish and English sections.
- ✓ ISB continues to be most frequently used in the Hungarian and English sections.
- ✓ The Finnish, Swedish and Dutch sections have the largest proportion of ISA agreements. The Finnish section had the highest proportion of this form of support in the last school year also.

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

Chart 2: 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 collected from the schools show that these three forms of support are mainly provided in languages (L1 and L2) and in mathematics in all cycles. If a pupil receives several forms of Educational Support in more subjects, he or she will be counted as one in each subject in which he or she has received support.

In the nursery

Brussels II and Munich were unable to give the breakdown by subjects because the support provided does not focus on specific areas but a holistic approach is taken instead.

The ES, Brussels I said that it was unable to provide any breakdown either, because of a change of coordinators.

- ✓ In total, 376 children received GS: 247 received MS, 11 received ISB and 59 received ISA.
- ✓ Support is mostly provided in the area of Me and the World/Cognitive development (20%), where Learning to Learn competence, L1 and pre-mathematical skills in particular were supported.
- ✓ Educational Support was also provided in the other three areas: Me as a Person (16%), Me and Others (16%) and Me and my Body (15%).

Nursery children also receive support in social, personal or physical development or in other, non-specified areas.

In the primary

The results do not include data from Brussels II, which says that support is organised in a holistic way. However, in the comments, the school states that work is done on specific subjects, mathematics or L1, and also on social skills and Learning to Learn.

Brussels I/Uccle did not provide data.

- ✓ The total number of pupils receiving General Support is 2 284, 1 368 pupils received Moderate Support, 103 received ISB and 624 received ISA.
- ✓ Support is mostly provided in L1 (34%), in mathematics (22%) and in Learning to Learn competence (13%).

In the secondary

- ✓ The total number of pupils receiving GS is 3 005 pupils, MS 1 175, ISB 191 and ISA 1 145.
- ✓ Support is mostly provided in mathematics (30%), in L2 (20%), in L1 (16%) and in L3 (8%).
- ✓ Support is also provided in physics (3%) and chemistry (2%).

If the amount of time allocated to these three forms of support is taken into account,

- ✓ in the nursery, the largest amount is allocated to L1.
- ✓ in the primary, Educational Support is mainly provided in L1, mathematics and L2.
- ✓ in the secondary, most support is provided in mathematics, L1 and L2, but also in Learning to Learn skills.

2. Intensive Support A

2.1 Pattern of development of the number of pupils receiving ISA

The percentage of pupils receiving ISA is 4.6% of all pupils in the ES. The number of pupils with ISA rose by 9.7% in the space of a year. The percentage of pupils receiving ISA is slightly higher in the Nursery/Primary cycles (54.5%) than in the Secondary cycle (45.5%).

Table 4: Number and percentage of pupils receiving ISA – Development from the year 2016 to August 2019

	ISA pupils Nursery & Primary				ISA pupils Secondary				Total number of pupils				% ISA pupils			
	08/16	08/17	08/18	08/19	08/16	08/17	08/18	08/19	08/16	08/17	08/18	08/19	08/16	08/17	08/18	08/19
Ali	6	5	4	6	8	10	14	16	986	1 011	1 040	1 058	1.4%	1.5%	1.7%	2.1%
Ber	5	6	6	10	2	4	6	5	556	537	543	566	1.3%	1.9%	2.2%	2.6%
B I	68	83	98	135	38	51	52	59	3 375	3 509	3 759	3 951	3.1%	3.8%	4.0%	4.9%
B II	94	85	94	73	97	83	115	90	3 000	3 045	3 092	3 076	6.4%	5.5%	6.8%	5.3%
B III	87	93	103	93	47	55	55	51	3 000	3 027	3 067	3 099	4.5%	4.9%	5.1%	4.6%
B IV	51	58	38	40	10	13	18	15	2 497	2 697	2 769	2 843	2.4%	2.6%	2.0%	1.9%
Frf	13	16	20	29	14	16	24	26	1 453	1 468	1 519	1 527	1.9%	2.2%	2.9%	3.6%
Kar	17	13	17	19	26	25	24	27	817	828	845	876	5.3%	4.6%	4.8%	5.2%
Lux I	69	60	67	106	60	61	83	96	3 110	3 267	3 360	3 345	4.1%	3.7%	4.5%	6.0%
Lux II	46	74	90	120	61	70	71	88	2 377	2 548	2 611	2 648	4.5%	5.6%	6.2%	7.8%
Mol	1	2	3	4	7	8	18	29	731	758	746	693	1.1%	1.3%	2.8%	4.8%
Mun	36	31	28	31	62	54	51	42	2 269	2 310	2 287	2 231	4.3%	3.7%	3.4%	3.3%
Var	20	20	22	17	26	21	22	27	1 370	1 311	1 331	1 349	3.4%	3.1%	3.3%	3.3%
TOT	513	546	590	683	458	471	553	571	25 541	26 316	26 969	27 262	3.8%	3.9%	4.2%	4.6%

2.2 Pupils receiving ISA by school and by cycle

- ✓ The ES, Luxembourg II has the **highest percentage** (7.9%) of pupils receiving ISA, followed by the ES, Luxembourg I (6.0%).
- ✓ There are two other schools where the percentage of pupils receiving ISA is higher than 5%. Those schools are Brussels II and Karlsruhe.
- ✓ The lowest percentage is to be found at Brussels IV (1.9%) and at Alicante (2.1%).
- ✓ The **largest increase** in the percentage of ISA pupils in relation to the pupil population is at Mol (from 2.8 to 4.8%), at Luxembourg II (from 6.2 to 7.8%) and at Luxembourg I (from 4.5 to 6%).
- ✓ The **largest decrease** was at Brussels II (from 6.8 to 5.3).
- ✓ The percentage of ISA pupils increased in all other schools except Brussels III and Brussels IV.

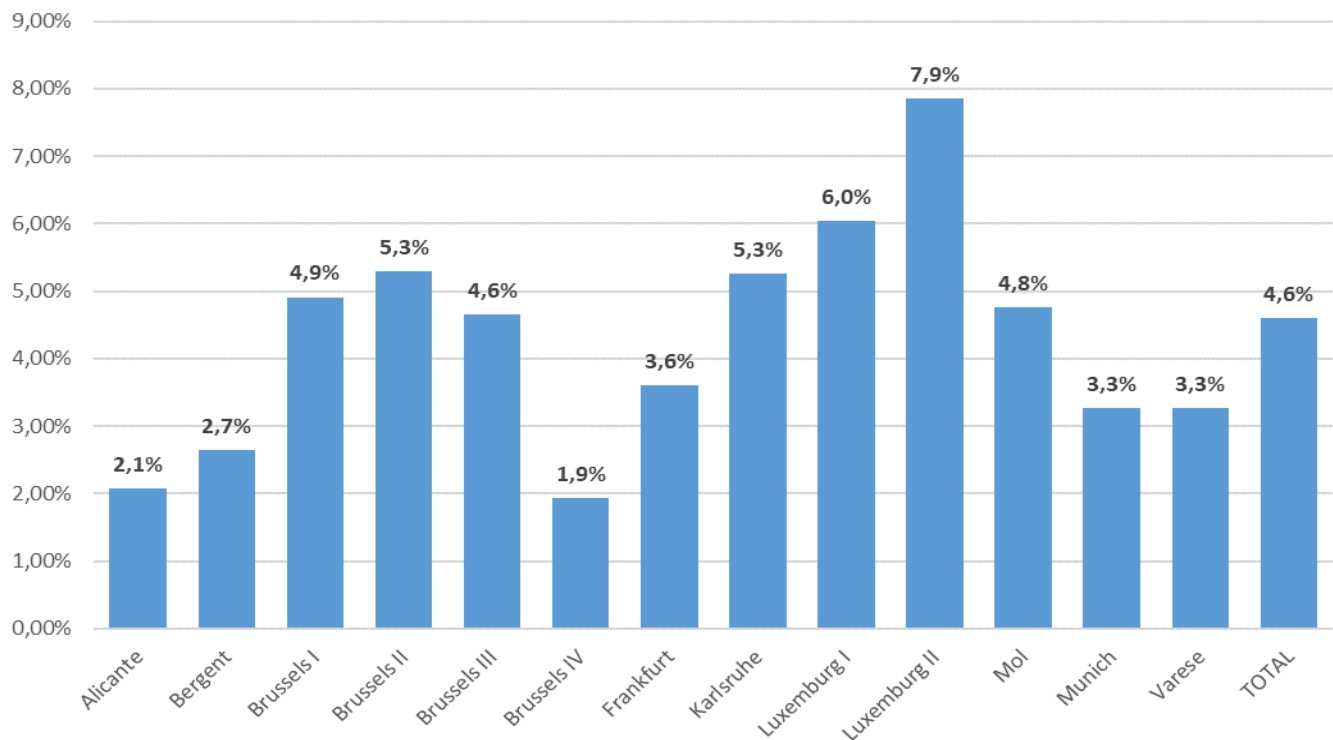


Chart 3: Percentage of pupils with ISA in relation to the total number of pupils in the schools

The total number of pupils receiving ISA in the Nursery cycle is 59 (4.7%), in the Primary cycle 624 (49.8%) and in the Secondary cycle 571 (45.5%).

The breakdown of ISA agreements between the Nursery/Primary and Secondary cycles differs across the schools:

- ✓ In seven schools, there are more ISA agreements in the Nursery/Primary (Bergen, Brussels I, Brussels III, Brussels IV and Luxembourg II).
- ✓ The situation is the opposite at Alicante, Brussels II, Karlsruhe, Munich and Mol. The biggest difference between cycles is at Mol.

- ✓ At the ES, Frankfurt and at Luxembourg I, the breakdown of ISA agreements between the cycles is more balanced.

In six schools, the breakdown of ISA agreements between cycles is similar to what it was a year ago. There is a change:

- ✓ in the breakdown at Bergen, where the situation is now more balanced,
- ✓ at Brussels IV, N/P predominates and the difference is bigger than a year ago,
- ✓ at Frankfurt, the situation is becoming more balanced between the cycles,
- ✓ at Varese, the breakdown is in favour of the secondary,
- ✓ at Munich, the situation is now more balanced,
- ✓ at Luxembourg I, there are more agreements in the N/P than a year ago,
- ✓ at Mol, the discrepancy between the N/P (12%) and the S (88%) is greater than a year ago.

Chart 4: Proportion of pupils receiving ISA by school and by cycle (% of all pupils with ISA in the European Schools)

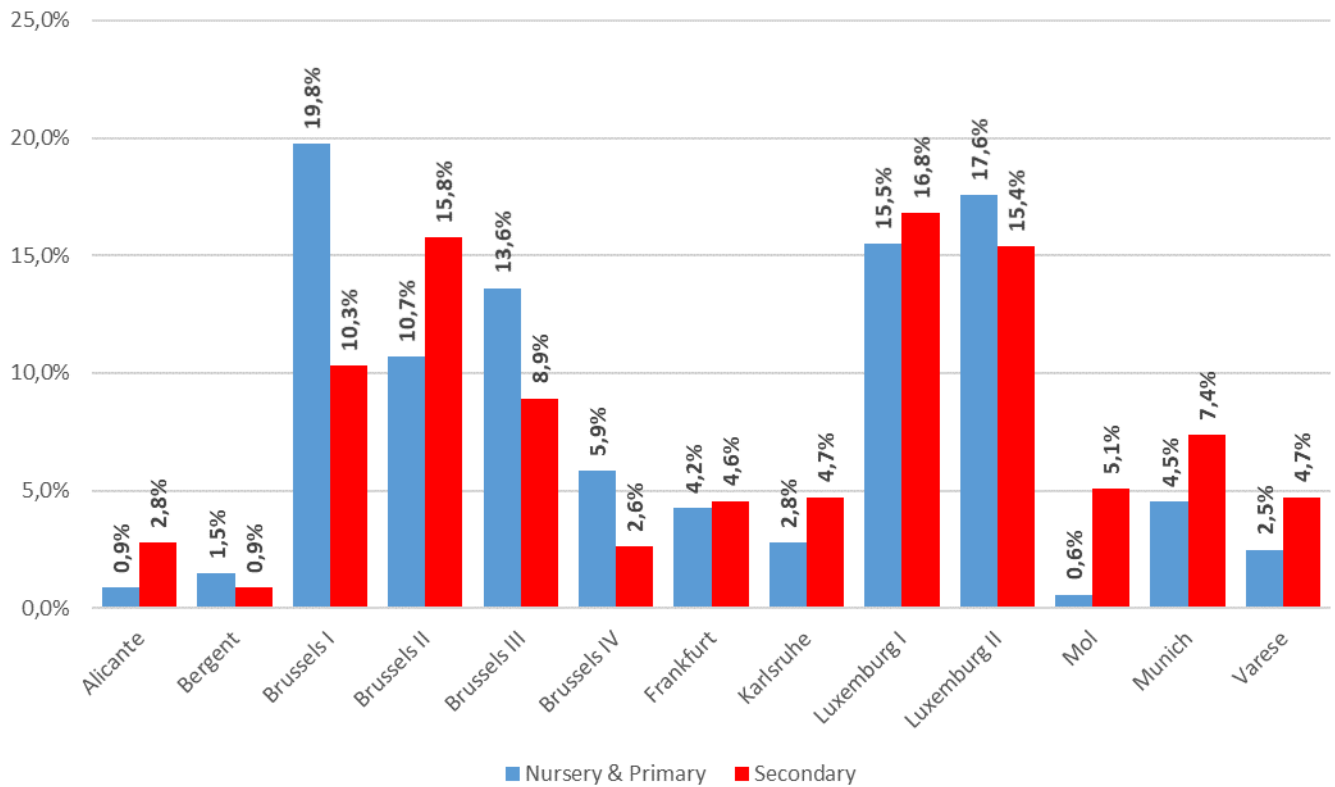
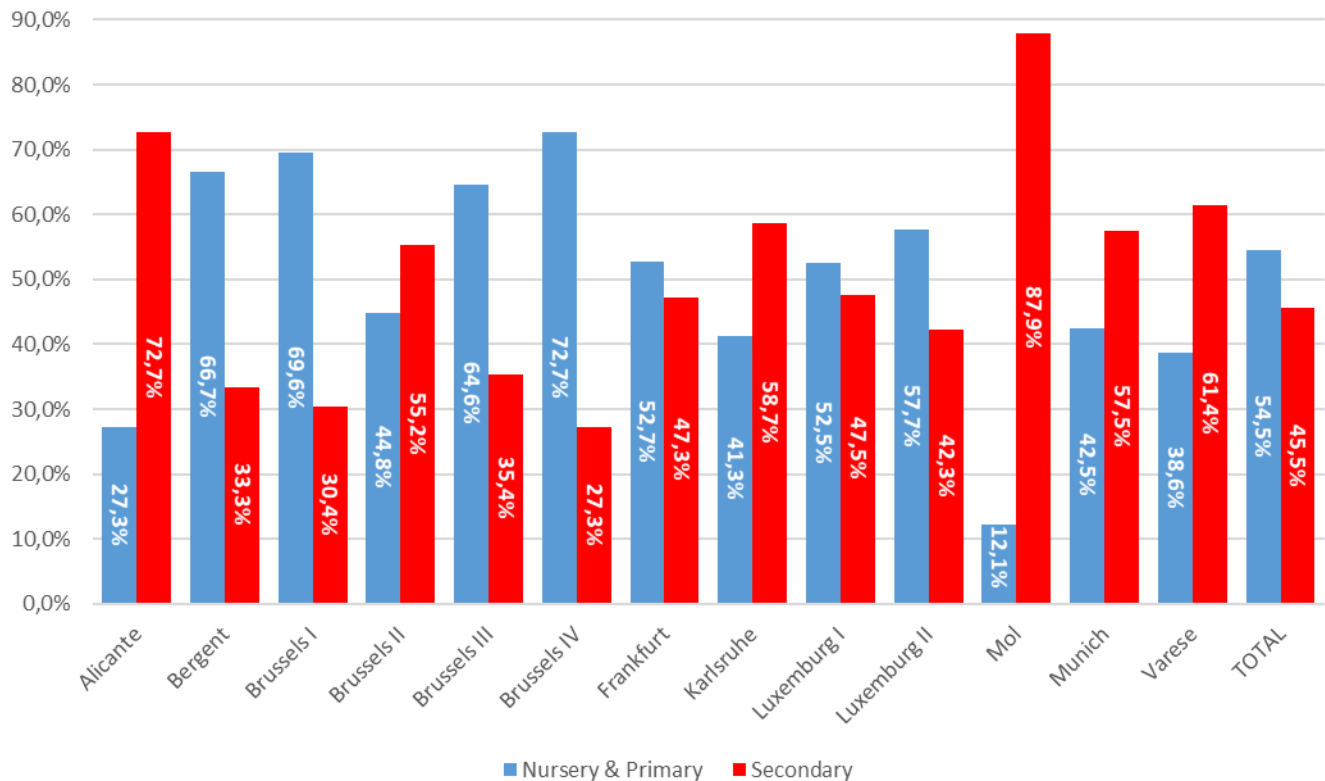


Chart 5: Proportion of pupils in the Nursery & Primary and Secondary cycles receiving ISA in each school (% of all pupils with ISA)



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 Dutch, Finnish, Greek and Swedish language sections have significantly more ISA agreements than average (more than 5%).

The Czech, Danish, German and Portuguese language sections have significantly fewer ISA agreements than average.

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

Table 5: Pupils (%) receiving Intensive Support A by language section in relation to the total percentage of pupils in the section – Development August 2016 – August 2019

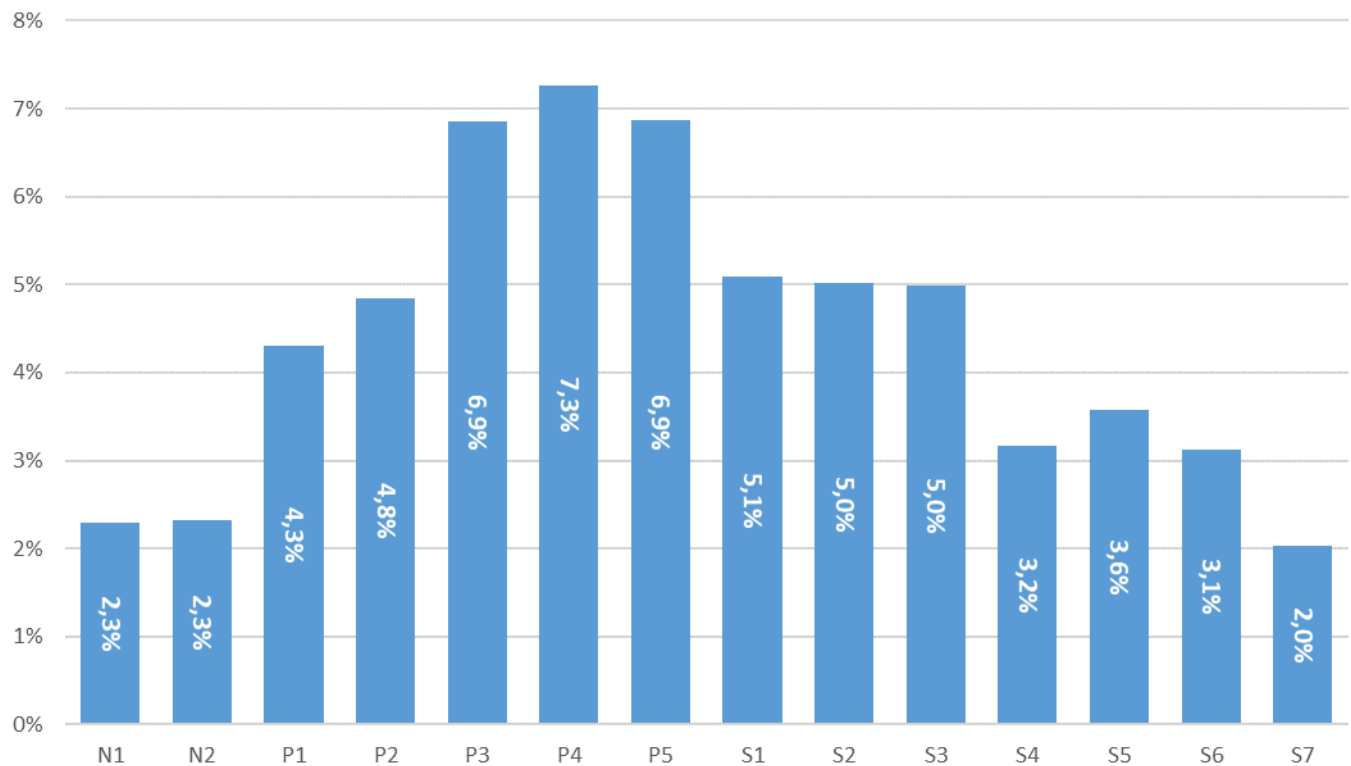
Language Section	15-16	16-17	17-18	18-19	School population 18-19
BG	2.9%	8.2%	7.8%	2.9%	0.2%
CS	4.4%	4.2%	3.2%	3.5%	1.3%
DA	2.8%	2.4%	2.3%	3.5%	1.4%
DE	3.7%	3.3%	3.4%	3.9%	16.2%
EL	3.1%	3.9%	5.3%	5.3%	3.2%
EN	4.1%	3.7%	4.4%	4.9%	19.6%
ES	3.2%	3.4%	3.7%	4.7%	6.0%
ET		0.0%	0.0%	6.7%	0.1%
FI	9.0%	9.6%	8.4%	9.0%	1.7%
FR	3.6%	3.8%	4.1%	4.3%	27.9%
HU	4.0%	7.5%	5.2%	4.8%	1.1%
IT	2.9%	3.3%	3.6%	4.4%	7.7%
LT	1.6%	4.5%	3.2%	3.7%	0.6%
LV			0.0%	7.1%	0.0%
NL	5.0%	3.9%	6.0%	6.1%	5.8%
PL	3.5%	3.2%	3.6%	4.9%	2.3%
PT	2.4%	2.7%	4.1%	3.7%	2.1%
RO	2.6%	4.1%	1.7%	1.4%	0.5%
SK		0.0%	0.0%	0.0%	0.0%
SV	5.3%	8.3%	7.6%	6.0%	2.0%
TOTAL	3.8%	3.9%	4.2%	4.6%	100.0%

2.4 Percentage of pupils receiving ISA by year group

The percentage of pupils receiving ISA is lower 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 7.3%.

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 the reports that can be compared the percentage of ISA agreements in P5 is markedly higher than in S1 in the subsequent year.

Chart 6: Percentage of pupils receiving ISA by year group (% 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 support is provided under the Educational Support Policy. The aim of the survey was to identify the most common diagnoses for seeking Educational Support.

This year, the classification of the diagnoses has been updated according to internationally used classifications and to be used to describe the most common diagnoses which have an impact on learning in the context of the European Schools (see diagnosis groups in Chart 7, the frequency of diagnosis in Table 6 below and the overview of the diagnosis groups in the annex).

- ✓ The most common diagnosis group is the developmental learning disorders one, which accounts for 38% of diagnoses leading to an ISA agreement.
- ✓ The second most common diagnosis group is attention, social and behavioural deficits, which account for 23% of diagnoses leading to an ISA agreement.
- ✓ The motor coordination function diagnosis group comprises the third largest group for ISA agreements, standing at 12%.
- ✓ The most common diagnoses leading to an ISA agreement are dyslexia (21%), attention deficit hyperactivity disorder (9%) and dysorthography (8.6%) and attention deficit disorder (8.5%).
- ✓ Two autism spectrum disorder (with and without intellectual development disorder) groups account for nearly 7% of diagnoses leading to an ISA agreement.

High intellectual potential as a reason for an ISA agreement involves 54 pupils (3%), which is the same percentage as in the previous school year.

Chart 7: Diagnosis groups (%)

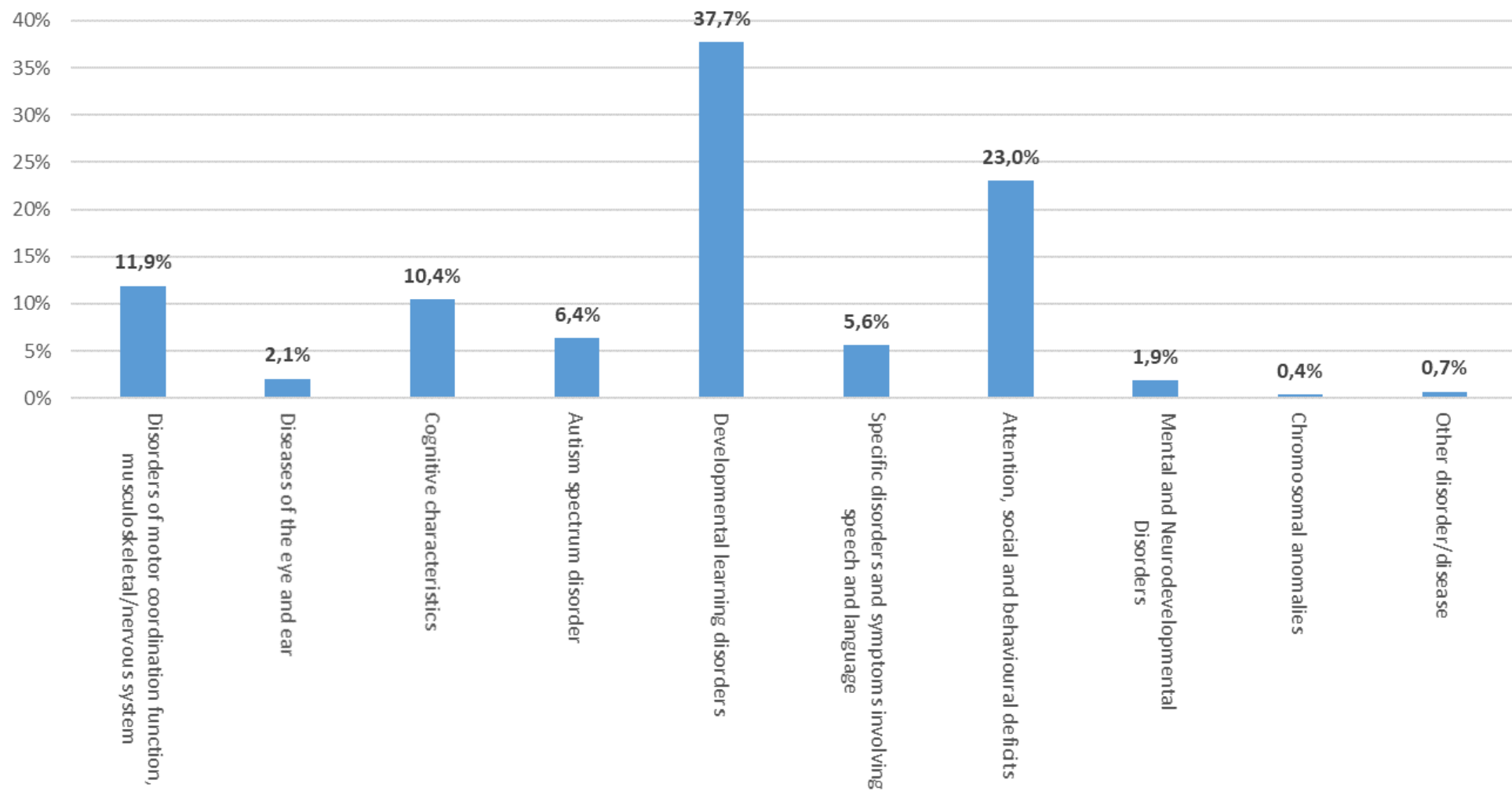


Table 6: Frequency of diagnosis per cycle (number of cases receiving ISA by cycle)

Disorder	Nursery	Primary	Secondary	Total	%
Dyslexia	2	187	231	420	21.1%
Attention deficit hyperactivity disorder	1	92	92	185	9.3%
Dysorthography	0	105	67	172	8.6%
Attention deficit disorder	7	79	83	169	8.5%
Dyscalculia or Acalculia	0	60	60	120	6.0%
Dysgraphia	1	41	46	88	4.4%
Autism spectrum disorder without intellectual development disorder	4	43	35	82	4.1%
Dyspraxia or motor coordination disorder	1	39	39	79	4.0%
Intellectual development disorder	9	43	25	77	3.9%
Below-average intelligence	0	50	22	72	3.6%
High intellectual potential	0	41	13	54	2.7%
Other specific disorders and symptoms involving speech and language	17	34	1	52	2.6%
Autism spectrum disorder with intellectual development disorder	4	30	9	43	2.2%
Other developmental learning disorders	1	26	12	39	2.0%
Dysphasia	2	19	18	39	2.0%
Conduct/behavioural disorder	2	21	8	31	1.6%
Combination of disorders mentioned above	1	16	13	30	1.5%
Hyperactivity/Attention disorder associated with conduct/behavioural disorder	1	22	6	29	1.5%
Combination of disorders mentioned above	3	19	2	24	1.2%
Other attention, social and behavioural deficits	0	7	14	21	1.1%
Epilepsy	3	10	5	18	0.9%
Impairment of hearing functions	0	6	7	13	0.7%
Other diseases of the eye and ear	0	7	6	13	0.7%
Elimination disorder	2	8	3	13	0.7%
Vision impairment	0	3	8	11	0.6%
Mood disorder	0	3	6	9	0.5%
Stammering, Stuttering	0	5	3	8	0.4%
Diabetes	0	5	3	8	0.4%
Mutism	0	6	1	7	0.4%
Other disorder/disease	0	1	5	6	0.3%
Degenerative illness	0	2	3	5	0.3%
Other cognitive characteristics	0	0	5	5	0.3%
Personality disorder	0	1	4	5	0.3%
Paraplegia	0	2	2	4	0.2%
Syndrome with skeletal anomaly (e.g. Achondroplasia, Osteogenesis imperfecta, etc., with short stature)	1	1	2	4	0.2%
Other disorder of motor coordination function, musculoskeletal/nervous system	2	2	0	4	0.2%

Disorder	Nursery	Primary	Secondary	Total	%
Eating disorder	1	0	3	4	0.2%
Combination of disorders mentioned above	0	3	1	4	0.2%
Other chromosomal anomaly	0	3	1	4	0.2%
Deafness	1	1	1	3	0.2%
Dyslalia	0	2	1	3	0.2%
Aphasia	1	2	0	3	0.2%
Autosomal trisomies	1	2	0	3	0.2%
Brachial plexus disorder	1	1	0	2	0.1%
Cerebral palsy	0	1	1	2	0.1%
Other autism spectrum disorder	0	2	0	2	0.1%
Tic disorder (e.g. Tourette syndrome)	0	0	1	1	0.1%
Blindness	0	0	1	1	0.1%
Psychotic disorder	0	1	0	1	0.1%
Other mental and neurodevelopmental disorders	0	1	0	1	0.1%
TOTAL	69	1 055	869	1 993	100.0%

2.6 Intensive Support A by subjects

In the **Nursery** cycle, during the 2018-2019 school year, most ISA was provided in general cognitive development/Learning to Learn (19.5%) and in L1, personal and social development areas (each of the three areas 16.3%). ISA was also provided in other, non-specified learning areas.

Table 7: ISA by subjects in Nursery

Nursery*	2017-2018		2018-2019	
	Number of Pupils	%	Number of Pupils	%
Me and My Body / Physical Development	16	10.8%	18	14.6%
Me as a person / Personal Development	24	16.2%	20	16.3%
Me and Others / Social Development	27	18.2%	20	16.3%
Me and the World / Cognitive Development:				
- Learning to Learn / General Cognitive Development	32	21.6%	24	19.5%
- Language 1	28	18.9%	20	16.3%
- ONL	0	0.0%	0	0.0%
- Pre-mathematical skills	14	9.5%	9	7.3%
- Environmental skills	6	4.1%	5	4.1%
Other	1	0.7%	7	5.7%
TOTAL	148	100.0%	123	100.0%

* The data presented in Table 7 does not include Brussels I (Uccle), Brussels II and Munich for the same reasons as explained in point 1.4 above.

In the **Primary**, most pupils (33.5%) received ISA in L1, which is 3% more than in the previous school year. ISA support in mathematics is provided for 21.6% (also a 3% increase) of pupils receiving this form of Educational Support.

In the cross-curricular competences area, pupils received support in order to develop Learning to Learn competence (13.1%). ISA was also used to support Personal Development (5.4%) and Social Development (5.7%). The amount of Educational Support provided in the cross-curricular areas was lower than in the previous school year.

Table 8: ISA by subjects in Primary

Primary*	2017-2018		2018-2019	
	Number of Pupils	%	Number of Pupils	%
Cross-curricular competences:				
- Learning to Learn	212	17.4%	138	13.1%
- Personal Development	113	9.3%	57	5.4%
- Social Development	112	9.2%	60	5.7%
Subject Learning Areas:				
- L1	360	29.6%	352	33.5%
- ONL	0	0.0%	0	0.0%
- L2	43	3.5%	63	6.0%
- Mathematics	225	18.5%	227	21.6%
- Discovery of the World	37	3.0%	29	2.8%
- Art	5	0.4%	3	0.3%
- Music	4	0.3%	4	0.4%
- Physical Education	7	0.6%	8	0.8%
- Religion	3	0.2%	2	0.2%
- Ethics	2	0.2%	1	0.1%
- European Hours	0	0.0%	18	1.7%
Other	95	7.8%	88	8.4%
TOTAL	1 218	100.0%	1 050	100.0%

* Table 8 does not include data from Brussels I (Uccle) and Brussels II for the reasons explained in point 1.4 above.

In the **Secondary**, the subjects most frequently requiring ISA support are L1 (33%), Mathematics (21%), L2 (13%) and Learning to Learn (11%). In addition, in the Secondary, there is a trend towards providing more support in the cross-curricular learning areas, especially Learning to Learn.

Table 9: ISA by subjects in Secondary

Secondary	2017-2018		2018-2019	
	Number of Pupils	%	Number of Pupils	%
Art	4	0.5%	2	0.2%
Biology	11	1.3%	35	3.1%
Chemistry	10	1.1%	27	2.4%
Economy	0	0.0%	5	0.4%
Ethics	0	0.0%	0	0.0%
Geography	3	0.3%	32	2.8%
History	9	1.0%	27	2.4%
Human Sciences	13	1.5%	13	1.1%
ICT	4	0.5%	3	0.3%
Integrated Science	27	3.1%	28	2.4%
L1	290	33.0%	378	33.0%
L2	127	14.5%	146	12.8%
L3	19	2.2%	17	1.5%
L4	0	0.0%	1	0.1%
Latin	0	0.0%	0	0.0%
Learning to Learn	126	14.4%	128	11.2%
Mathematics	186	21.2%	239	20.9%
Music	3	0.3%	1	0.1%
ONL	0	0.0%	0	0.0%
Other	6	0.7%	3	0.3%
Philosophy	1	0.1%	23	2.0%
Physical Education	6	0.7%	3	0.3%

Secondary	2017-2018		2018-2019	
	Number of Pupils	%	Number of Pupils	%
Physics	8	0.9%	32	2.8%
Religion	2	0.2%	0	0.0%
Social skills	23	2.6%	2	0.2%
TOTAL	878	100.0%	1 145	100.0%

2.7 Pupils with special educational needs refused admission

In the 2017-2018 survey, a new question about the number of pupils with special educational needs who were refused admission was added.

In the 2018-2019 school year, there were two admissions refused in the entire ES system, both in the Nursery: one at Brussels I and the other at Alicante.

2.8 Benefit of Educational Support

- ✓ The vast majority of pupils receiving ISA (89%) were promoted normally to the year above.
- ✓ 22 pupils (1.8%) with an ISA agreement graduated (passed the Bacallaureate).
- ✓ The percentage of pupils with ISA following their year group without promotion, namely 6%, is lower than a year ago.
- ✓ The percentage of pupils with ISA repeating a year went down from 4% to 3%.
- ✓ This year, seven pupils with an ISA agreement stayed in the Nursery for a further year in order to be sufficiently mature to go up into the Primary.
- ✓ The percentage of pupils with ISA repeating the year in the Primary went down from 4% (last year) to 3% this year.
- ✓ In the Secondary, the fall in the repeat rate continued, going down from 3% last year to 2% this year.

The total average repeat rate in the ES system in 2018-2019 was 0.6%.

Table 10: Promotion/progress of pupils receiving ISA by cycle

Promotion/Progress	Nursery	Primary	Secondary	Total
Normal promotion to the year above	86.2%	87.3%	90.6%	88.8%
The pupil moved up with his/her year group, without promotion	1.7%	9.4%	3.3%	6.2%
Repeating the year	12.1%	3.3%	2.3%	3.2%
Graduated (Bac)	N/A	N/A	3.8%	1.8%
TOTAL	100.0%	100.0%	100.0%	100.0%

Table 11: Development of promotion and progression of pupils (total %) 2016-2019

Promotion/Progress	08/2016	08/2017	08/2018	08/2019
Normal promotion to the year above	85.7%	85.8%	84.3%	88.8%
The pupil moved up with his/her year group, without promotion	10.1%	8.8%	8.5%	6.2%
Repeating the year	4.1%	5.4%	4.1%	3.2%
Graduated (Bac)			3.1%	1.8%
TOTAL	100.0%	100.0%	100.0%	100.0%

2.9 Termination of ISA agreements

Out of the total number of pupils (1 254) receiving ISA, 172 agreements (13.7%) were terminated. More than half of terminated ISA agreements (74) were in the Nursery/Primary, which is 43% of all terminated agreements. In the Secondary, 98 agreements were terminated, thus accounting for 57% of all terminated agreements. Compared with the previous year, there was a 26.8% fall in the number of ISA agreements terminated.

- ✓ 72 pupils out of 172 (42%) terminated their agreement, continued with another type of support or no longer needed Educational Support.
- ✓ 51 pupils (30%) of those for whom ISA agreements were terminated moved to another school better suited to the pupil's particular special educational needs. The majority of these decisions (30) were taken based on common agreement between the pupil's legal representative and the school.
- ✓ In 21 cases, the legal representative took the decision despite the fact that the school declared that it would be able to meet the pupil's special educational needs in the future.
- ✓ In 49 cases, pupils who were receiving ISA left the school for other reasons not related to their special educational needs.

In the same school year, 347 new ISA agreements were signed, which is 36.6% more than in the previous school year, when the ratio between terminated and new contracts was more balanced. Most of the new agreements (57%) were signed in the Primary cycle.

Table 12: Termination of ISA agreements

Reason for termination of ISA		2017-2018			2018-2019		
		Nursery & Primary	Secondary	Total	Nursery & Primary	Secondary	Total
The pupil no longer needs the ISA programme because:	He/She is continuing with a different type of support	76	22	98	20	17	37
	Support no longer needed	25	19	44	15	20	35
Moved to a school better suited to the particular special educational needs because :	A common agreement between the legal representative and the school after thorough consideration.	11	20	31	10	20	30
	The legal representative took that decision.	8	15	23	9	12	21
	It was a decision of the school.	0	1	1	0	0	0
The pupil left the school for other reasons not related to the particular special educational needs		22	16	38	20	29	49
TOTAL		142	93	235	74	98	172
							↓26.8%

Table 13a: Number of new ISA agreements – Overview

Class	2017-2018				2018-2019			
	Nursery	Primary	Secondary	TOTAL	Nursery	Primary	Secondary	TOTAL
1	5	27	30	62	21	40	36	97
2	13	29	15	57	19	35	22	76
3		41	12	53		58	19	77
4		23	10	33		39	14	53
5		20	22	42		26	6	32
6			4	4			8	8
7			3	3			4	4
TOTAL	18	140	96	254	40	198	109	347
								↑36.6%

Table 13b: Number of new ISA agreements by school

	2016-2017			2017-2018			2018-2019		
	Nursery	Primary	Secondary	Nursery	Primary	Secondary	Nursery	Primary	Secondary
Alicante	1	1	4	0	1	5	0	1	2
Bergen	1	2	1	0	2	3	0	4	2
Brussels I	8	14	18	3	26	0	15	55	0
Brussels II	1	28	10	2	25	9	2	11	8
Brussels III	6	21	8	2	29	4	1	10	8
Brussels IV	3	9	3	2	8	13	1	9	4
Frankfurt	0	2	16	0	8	14	0	11	9
Karlsruhe	0	2	0	0	12	1	0	6	1
Luxembourg I	5	4	21	0	0	21	11	26	33
Luxembourg II	3	29	11	8	20	10	7	54	14
Mol	0	2	1	0	1	5	0	2	19
Munich	0	6	2	1	6	8	2	8	5
Varese	2	2	0	0	2	3	1	1	4
TOTAL	30	122	95	18	140	96	40	198	109

2.10 Staff working in ISA

The total number of staff working in the ISA area is increasing year on year, now standing at 832 people. This is an increase of nearly 26% on the previous school year.

The number of **teachers** went up from 499 to 628, an increase of 26%. Teachers account for 76% of all staff working in ISA, which is similar to the proportion in the previous school years.

- ✓ Most of the support teachers work in the Secondary cycle (400), which is 16% more than it was in the previous year (345). The increase in the number of support teachers over a two-year period is 41%.
- ✓ In the Nursery/Primary cycles, 228 teachers work in the field of Educational Support. This is 48% more than a year ago (154). The increase in the number of support teachers over a two-year period is 38%.
- ✓ The proportion of seconded teachers providing ISA is 24% in total, locally recruited teachers accounting for the remaining 76%.

The number of personal **assistants** increased to 185, accounting for 22% of the staff working in the ISA area. The proportion of assistants amongst EdSup staff remained the same as last year. The majority of the assistants work in the N/P cycle, 148 out of 185.

- ✓ This year there are no speech therapists, psycho-motor therapists or occupational therapists working in the European Schools.

Six psychologists, two more than in the previous year, also work in the Educational Support area.

Table 14: Staff providing ISA (Number of people per cycle) in the 2016-2017 to 2018-2019 school years

	School Year	Nursery & Primary		Secondary		N&P + S	
		Number	%	Number	%	Number	%
Seconded teacher	16/17	26	9.3%	85	27.0%	111	18.7%
	17/18	32	11.8%	122	31.5%	154	23.4%
	18/19	31	8.1%	119	26.8%	150	18.2%
Locally recruited teacher	16/17	139	49.8%	199	63.2%	338	56.9%
	17/18	122	44.9%	223	57.6%	345	52.4%
	18/19	197	51.6%	281	63.3%	478	57.9%
Personal assistant	16/17	107	38.4%	26	8.3%	133	22.4%
	17/18	107	39.3%	38	9.8%	145	22.0%
	18/19	148	38.7%	37	8.3%	185	22.4%
Speech therapist	16/17	4	1.4%	4	1.3%	8	1.3%
	17/18	2	0.7%	2	0.5%	4	0.6%
	18/19	0	0.0%	0	0.0%	0	0.0%
Psycho-motor therapist	16/17	1	0.4%	0	0.0%	1	0.2%
	17/18	1	0.4%	0	0.0%	1	0.2%
	18/19	0	0.0%	0	0.0%	0	0.0%
Psychologist	16/17	2	0.7%	1	0.3%	3	0.5%
	17/18	3	1.1%	1	0.3%	4	0.6%
	18/19	1	0.3%	5	1.1%	6	0.7%
Occupational therapist	16/17	0	0.0%	0	0.0%	0	0.0%
	17/18	3	1.1%	0	0.0%	3	0.5%
	18/19	0	0.0%	0	0.0%	0	0.0%
Other	16/17	0	0.0%	0	0.0%	0	0.0%
	17/18	2	0.7%	1	0.3%	3	0.5%
	18/19	5*	1.3%	2*	0.5%	7*	0.8%
TOTAL	16/17	279	100.0%	315	100.0%	594	100.0%
	17/18	272	100.0%	387	100.0%	659	100.0%
	18/19	382	100.0%	444	100.0%	826	100.0%

* 3 nurses having support tasks at Luxembourg I (N&P) and 4 assistants at Frankfurt, paid by the City of Frankfurt (2 in N&P and 2 in Secondary)

2.11 Tripartite agreements

Therapy can be arranged in the schools on the basis of a tripartite agreement, albeit that such agreements are not officially part of the Educational Support provided by the ES. It is an additional element that the ES system offers to parents. Under such an agreement, the school's role is to make

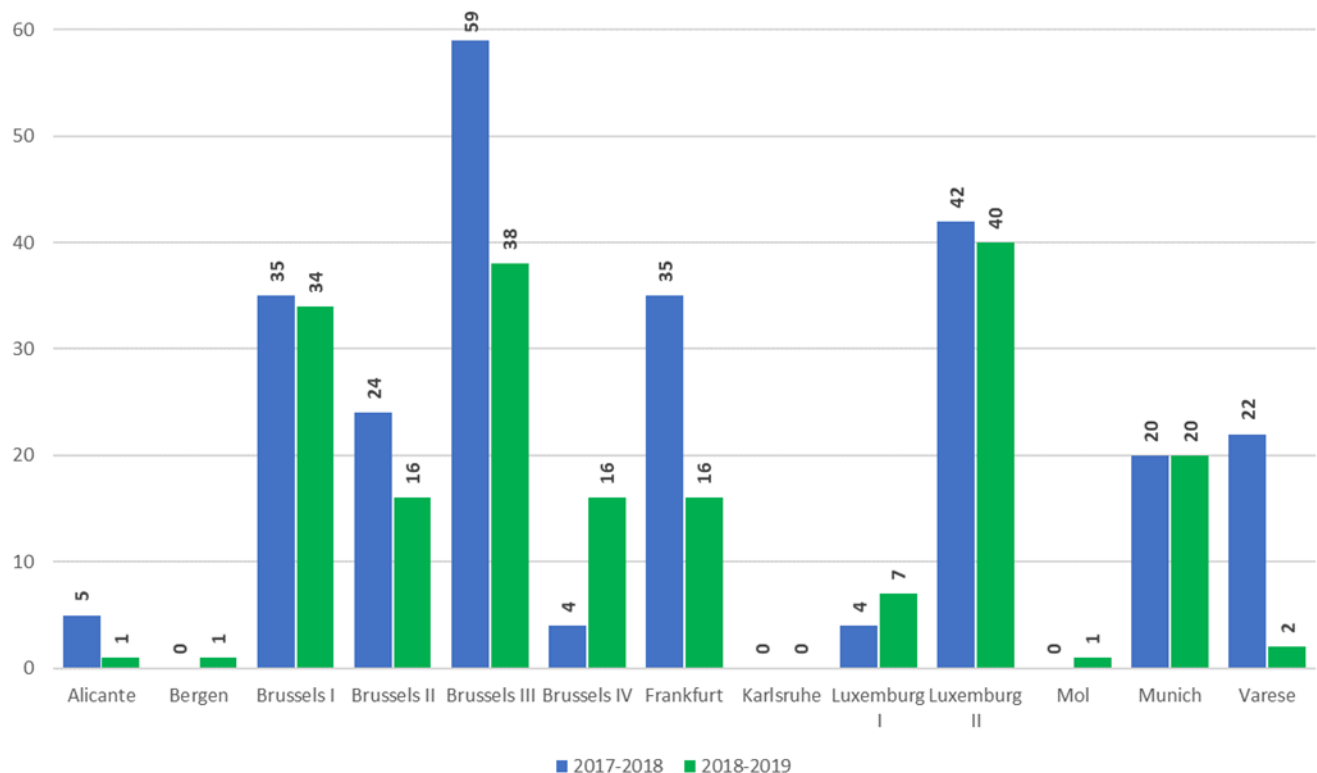
a suitable room available to the pupil and to the professional whose services are used, to agree on a timetable, to take account of class activities and to provide coordination and monitor pupils' development through meetings of the support advisory group.

The total number of tripartite agreements is 192, which is 58 fewer than a year ago.

- ✓ The largest number of tripartite agreements is in the Primary, with 129 agreements (67%). In the Secondary there are 36 such agreements.
- ✓ Most tripartite agreements (82%) are signed for pupils receiving ISA.

The largest number of agreements was signed at the ES, Luxembourg II (40) and at Brussels III (38), followed by the ES, Brussels I (34) and Munich (20), as shown in Chart 8. Alicante (1), Bergen (1), Karlsruhe (0), Mol (1) have the smallest number of agreements.

Chart 8: Tripartite agreements (number of agreements in the schools)



2.12 Time used for Intensive Support A

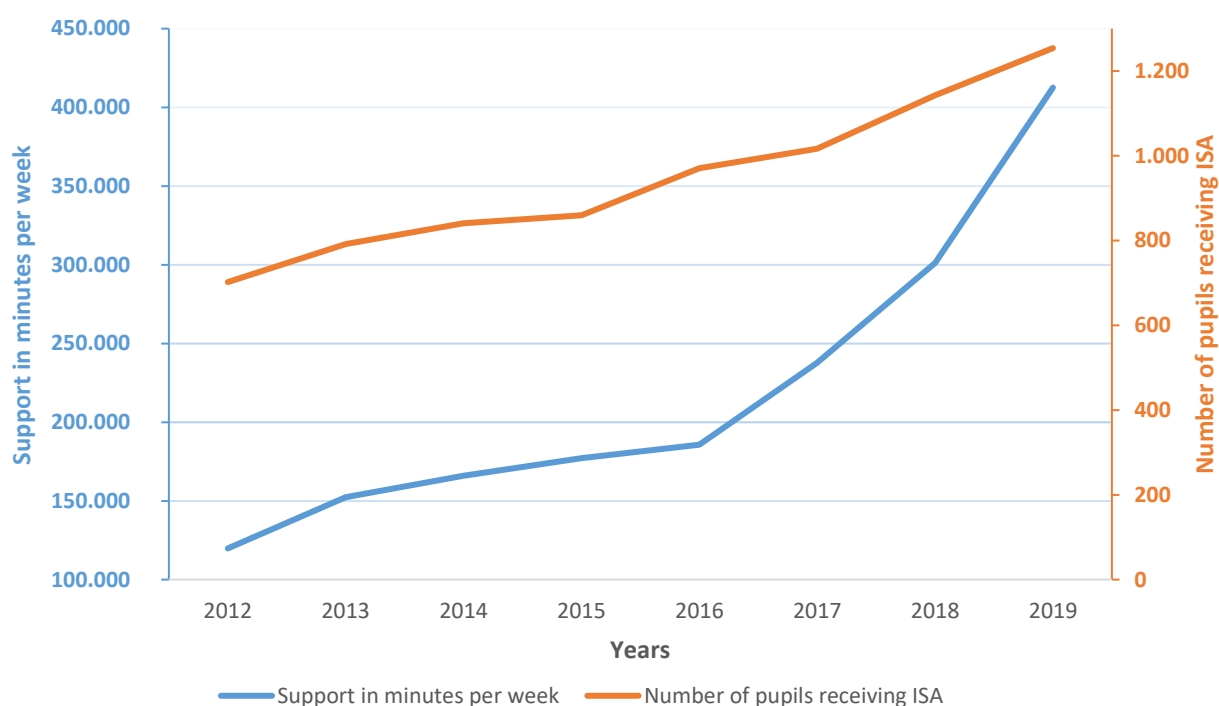
The total amount of ISA time per week in the ES amounted to 412 544 minutes per week (6 876 hours of ISA support per week across the ES system). In the previous school year, it was 301 140 minutes, meaning an increase of 37%. The amount of ISA does not distinguish between support given to groups or to individuals.

Table 15: Development of ISA time and number of pupils with ISA agreements 2014-2019

School year	Support in minutes	Increase on the previous year	Number of pupils receiving ISA	Increase in pupils receiving ISA
2014	166 056	9.0%	841	6.2%
2015	177 045	6.7%	860	2.3%
2016	185 665	4.8%	971	12.9%
2017	237 774	28.1%	1 017	4.7%
2018	301 140	26.6%	1 143	12.4%
2019*	412 544	37.0%	1 254	9.7%

* The ES, Brussels I (Uccle) was not able to provide this information for the Nursery and Primary cycle.

Chart 9: Development of ISA time and of the number of pupils receiving ISA over the years



Most ISA time, namely 65%, was provided in the Nursery and Primary cycles, which is a lower percentage than in the previous school year.

While the amount of Educational Support time provided by personal assistants increased rapidly in the space of a few years, over the last two year its proportion fell, now standing at 47%. This decrease occurred in both the Nursery/Primary and, more especially, the Secondary cycle (in N/P from 59% to 55%, in S from 45% to 30%).

The amount of Educational Support time provided by locally recruited teachers went up in the Nursery and Primary from 37% to 41% and in the Secondary from 43% to 48%.

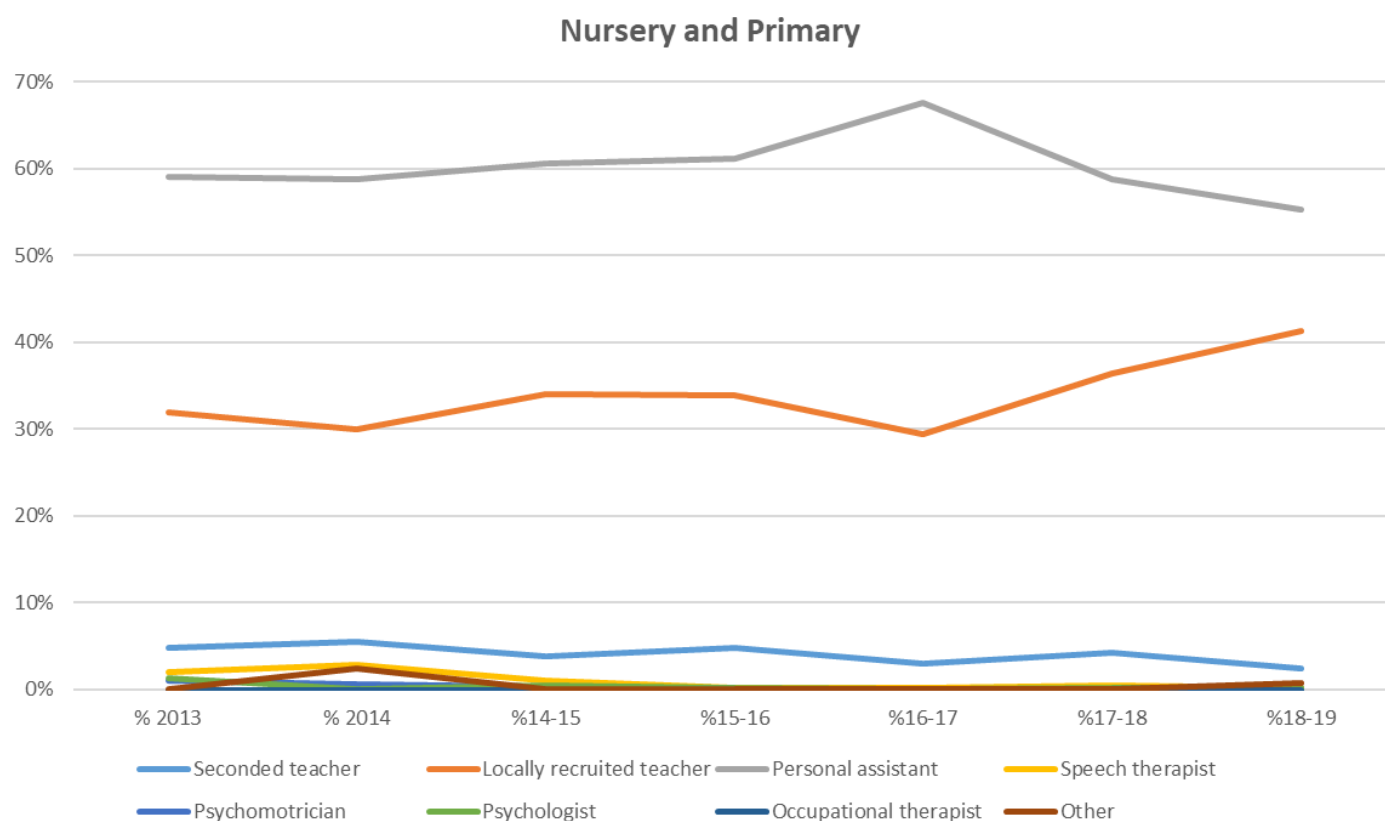
Support provided by seconded teachers in the Nursery and Primary went down from 4% to 3% and in the Secondary it went up from 10% to 22%.

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

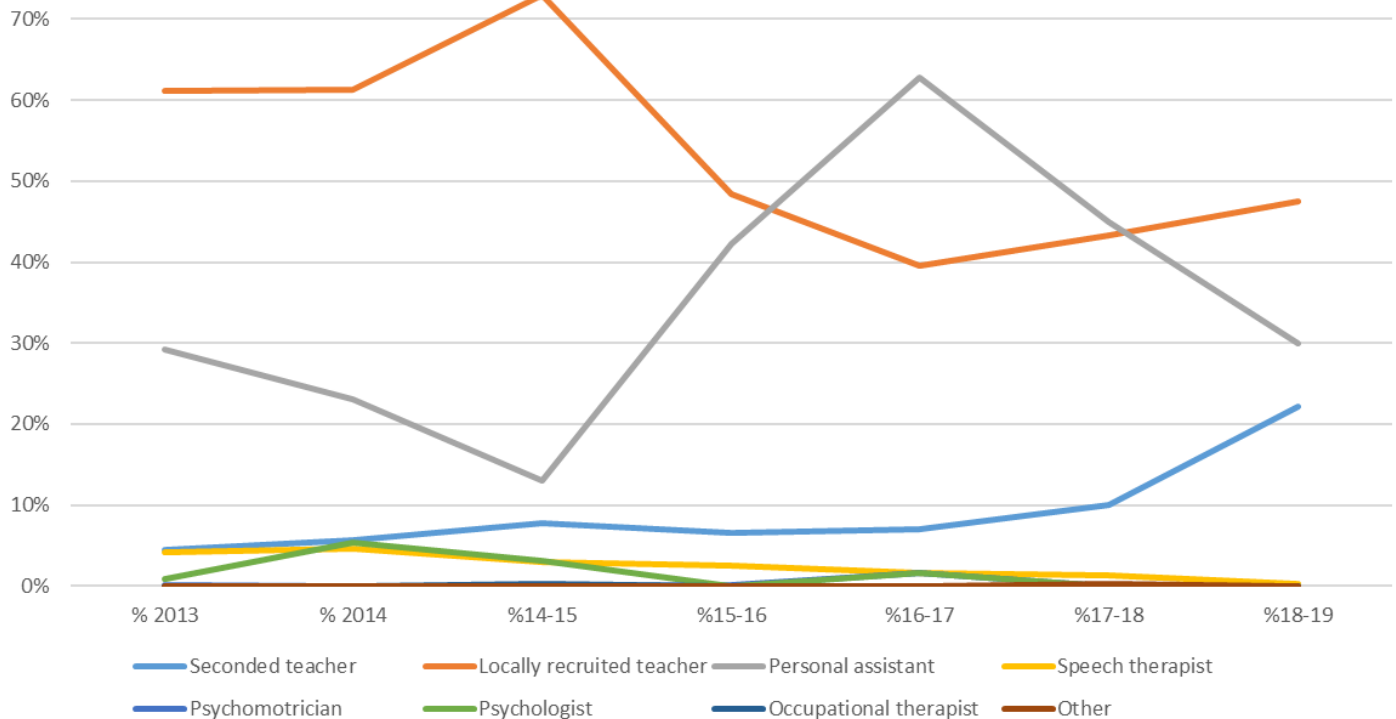
Profession	Nursery & Primary		Secondary		All cycles	
	Hours/week	%	Hours/week	%	Hours/week	%
Seconded teacher	110.00	2.5%	530.05	22.2%	640.05	9.3%
Locally recruited teacher	1 853.05	41.4%	1 137.25	47.7%	2 990.30	43.6%
Personal assistant	2 479.38	55.4%	718.00	30.1%	3 197.38	46.6%
Speech therapist	-	0.0%	-	0.0%	-	0.0%
Psycho-motor therapist	-	0.0%	-	0.0%	-	0.0%
Psychologist	5.00	0.1%	-	0.0%	5.00	0.1%
Occupational therapist	-	0.0%	-	0.0%	-	0.0%
Other	32.00	0.7%	-	0.0%	32.00	0.5%
TOTAL	4 479.43	100.0%	2 385.30	100.0%	6 864.73	100.0%

* The ES, Brussels I (Uccle) was not able to provide this information for the Nursery and Primary cycle.

Chart 10 and 11: Total amount of time by cycle offered by different professions



Secondary

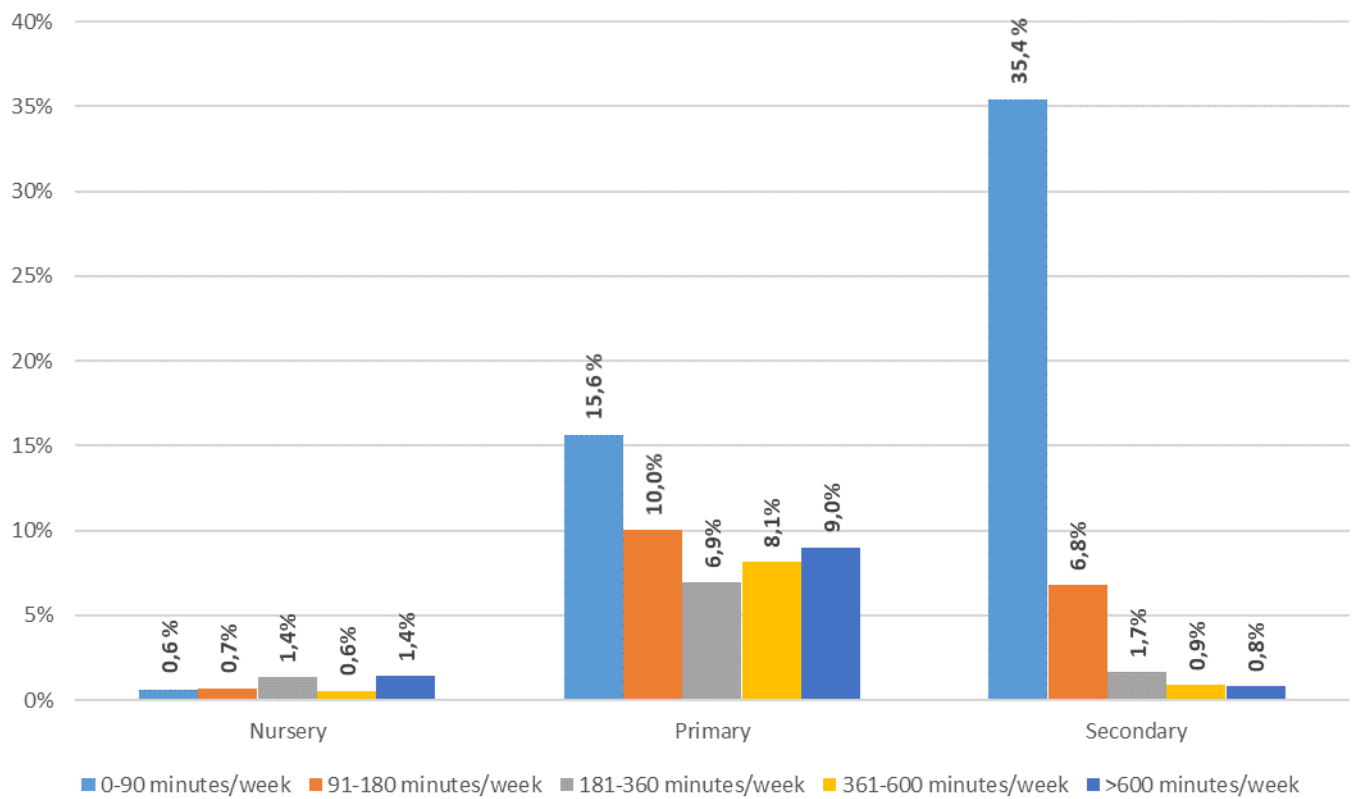


Most of the ISA provided (52%) amounted to less than 90 minutes per week and 18% of ISA was in a category between 91 and 180 minutes per week. That was similar to the last five years. The amount of ISA ranging between 181 and 360 minutes per week was 10%, which is slightly less than in the previous year. The amount of support ranging between 361 and 600 minutes per week was 10% and the amount of the most intensive support (more than 600 minutes per week) was 11%. There were no significant changes in these amounts of Educational Support provision.

Table 17: Amount of ISA by cycle

Amount of ISA	Nursery		Primary		Secondary		Total	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
0-90 minutes/week	8	0.6%	196	15.6%	444	35.4%	648	51.7%
91-180 minutes/week	9	0.7%	126	10.0%	85	6.8%	220	17.5%
181-360 minutes/week	17	1.4%	87	6.9%	21	1.7%	125	10.0%
361-600 minutes/week	7	0.6%	102	8.1%	11	0.9%	120	9.6%
>600 minutes/week	18	1.4%	113	9.0%	10	0.8%	141	11.2%
TOTAL	59	4.7%	624	49.8%	571	45.5%	1 254	100.0%

Chart 12: Proportion of pupils with ISA (%) receiving support (minutes per week) by cycle



3. Resources for Educational Support

3.1 Teachers providing all forms of support

In total, 960 teachers provided Educational Support during the 2018-2019 school year.

- ✓ Two thirds of them work in the Secondary cycle, namely 68% (N=654), and 32% (N=306) in the Nursery/Primary cycles.
- ✓ Two thirds of the teachers providing Educational Support were locally recruited and one third were seconded teachers.
- ✓ At the ES, Mol, more than 90% of the teachers providing support were locally recruited. The growth rate was in excess of 20%.
- ✓ The proportion of locally recruited teachers is very high at Brussels II, standing at 81%. In six other schools, the proportion of locally recruited teachers is more than 70% of all teachers providing Educational Support.
- ✓ At the ES, Alicante and Bergen, the proportion of locally recruited teachers rose by more than 20%, now standing at 74% at Alicante and at 75% at Bergen.
- ✓ At the ES, Varese, the proportion of locally recruited teachers fell by more than 20%, now standing at 52%.

Table 18: Teachers providing all forms of support

	2017-2018					2018-2019				
	Seconded	LRT	TOTAL	Seconded	LRT	Seconded	LRT	TOTAL	Seconded	LRT
Ali	34	28	62	54.8%	45.2%	18	50	68	26.5%	73.5%
Ber	15	18	33	45.5%	54.5%	9	27	36	25.0%	75.0%
B I	27	48	75	36.0%	64.0%	16	40	56	28.6%	71.4%
B II	35	54	89	39.3%	60.7%	19	80	99	19.2%	80.8%
B III	22	55	77	28.6%	71.4%	19	63	82	23.2%	76.8%
B IV	20	37	57	35.1%	64.9%	16	46	62	25.8%	74.2%
FrF	17	36	53	32.1%	67.9%	23	43	66	34.8%	65.2%
Kar	18	33	51	35.3%	64.7%	14	39	53	26.4%	73.6%
L I	42	94	136	30.9%	69.1%	59	96	155	38.1%	61.9%
L II	39	65	104	37.5%	62.5%	44	52	96	45.8%	54.2%
Mol	16	34	50	32.0%	68.0%	5	47	52	9.6%	90.4%
Mun	16	35	51	31.4%	68.6%	32	36	68	47.1%	52.9%
Var	29	79	108	26.9%	73.1%	32	35	67	47.8%	52.2%
TOT	330	616	946	34.9%	65.1%	306	654	960	31.9%	68.1%

One school (Brussels I (Uccle) Secondary) was not able to give full information about the qualifications and professional experience of teachers and their figures are not included.

- ✓ More than 93% of the teachers were qualified either for their cycle or for the subject in which they provide support.
- ✓ 14% teachers had additional qualifications for teaching pupils with special educational needs and 69% of teachers had experience in the special needs area.

3.2 Assistants

In total, 194 assistants worked in the Educational Support area in the 2018-2019 school year, most of them (80%) in the Nursery and Primary. This represents a 27% increase.

- ✓ The largest number of assistants worked at Luxembourg I (41).
- ✓ More than 20 assistants worked at Brussels I, Brussels III, Brussels IV and at Luxembourg II.
- ✓ There were no support assistants working in the secondary cycle of the ES, Varese.
- ✓ More than half (51%) of the assistants were university graduates.
- ✓ Upper secondary education accounted for 46% of assistants.
- ✓ Vocational training accounted for 19% of assistants.

Table 19: Assistants in the European Schools

	2017-2018					2018-2019*				
	Nursery & Primary	Secondary	TOT	Nursery & Primary	Secondary	Nursery & Primary	Secondary	TOT	Nursery & Primary	Secondary
Ali	2	1	3	66.7%	33.3%	2	1	3	66.7%	33.3%
Ber	0	0	0	0.0%	0.0%	1	1	2	50.0%	50.0%
B I	25	2	27	92.6%	7.4%	19	3	22	86.4%	13.6%
B II	10	4	14	71.4%	28.6%	13	3	16	81.3%	18.8%
B III	25	3	28	89.3%	10.7%	21	5	26	80.8%	19.2%
B IV	24	3	27	88.9%	11.1%	23	3	26	88.5%	11.5%
FrF	0	0	0	0.0%	0.0%	4	2	6	66.7%	33.3%
Kar	2	2	4	50.0%	50.0%	3	3	6	50.0%	50.0%
L I	12	13	25	48.0%	52.0%	28	13	41	68.3%	31.7%
L II	10	0	10	100.0%	0.0%	23	1	24	95.8%	4.2%
Mol	1	1	2	50.0%	50.0%	1	2	3	33.3%	66.7%
Mun	6	2	8	75.0%	25.0%	12	2	14	85.7%	14.3%
Var	5	0	5	100.0%	0.0%	5	0	5	100.0%	0.0%
TOT	122	31	153	79.7%	20.3%	155	39	194	79.9%	20.1%

* One school was not able to give full information. (B1 Uccle Secondary)

3.3 Educational Support coordinators

The number of Educational Support coordinators and the coordination time per week are shown in Table 21 below. This Internal Structure is resourced from the EdSup budget, which is why the schools enjoy more freedom and flexibility.

Table 20: Coordination time in the schools (in minutes per week)

	2017-2018				2018-2019			
	Number of coordinators			Coordination time (minutes per week)	Number of coordinators			Coordination time (minutes per week)
	N&P	S	TOTAL		N&P	S	TOTAL	
Alicante	1	2	3	608	1	2	3	608
Bergen	1	1	2	240	1	1	2	285
Brussels I	3	1	4	1 305	1	1	2	1 410
Brussels II	1	2	3	2 035	1	2	3	1 995
Brussels III	8	2	10	1 095	8	1	9	1 245
Brussels IV	1	1	2	2 250	1	1	2	2 190
Frankfurt	1	2	3	720	1	1	2	960
Karlsruhe	3	1	4	630	3	1	4	720
Luxembourg I	1	1	2	1 430	10	1	11	1 365
Luxembourg II	1	1	2	1 260	1	1	2	1 395
Mol	1	2	3	1 050	1	2	3	1 605
Munich	1	1	2	1 140	1	2	3	720
Varese	2	2	4	1 560	2	2	4	1 860
TOTAL	25	19	44	15 323	32	18	50	16 358

In the 2018-2019 school year, in total,

- ✓ 50 coordinators worked in Educational Support, six more than a year ago.
- ✓ The number of coordinators/school ranged between two and 11.
- ✓ 52% of them had the qualifications required to teach pupils with special educational needs.
- ✓ 82% had experience in teaching pupils with special educational needs.
- ✓ This means that 17 (34%) coordinators had both the required qualifications and experience.

4. European Baccalaureate results of candidates with special arrangements

During the most recent school years (2016-2019), the European Baccalaureate (EB) report has provided some information about the EB results of candidates with special arrangements for the EB cycle. It should be noted that pupils for whom special arrangements have been approved for EB written and oral examinations are not necessarily ISA pupils. However, the majority of pupils benefiting from special arrangements have received Educational Support at some level.

Table 21: European Baccalaureate results for pupils with special arrangements and for all candidates (Data from the Reports on the European Baccalaureate 2017, 2018 and 2019)

	2017		2018		2019	
	All candidates	With special arrangements	All candidates	With special arrangements	All candidates	With special arrangements
Number of candidates	1 993	104	2 116	96	2 175	145
Number of boys	977	59	1 039	55	1 105	76
Number of girls	1 016	45	1 077	41	1 070	69
Pass rate	97.7%	96.9%	98.2%	97.9%	98.2%	95.9%
Average final mark	78.1%	71.3%	78.4%	72.6%	78.8%	72.8%
AFM boys	76.6%	70.9%	76.7%	72.6%	77.1%	71.8%
AFM girls	79.6%	71.8%	79.9%	72.6%	80.7%	73.9%
Overall written mark	73.9%	66.2%	74.0%	67.3%	75.2%	68.0%
Overall oral mark	81.9%	75.9%	81.7%	76.3%	82.1%	77.6%

The number of candidates with special arrangements has been steadily increasing over the last six years, amounting to 145 this year. Boys are slightly over-represented. The pass rate of candidates with special arrangements is at the same level as the candidate population as a whole.

Comparing the main EB results, candidates with special arrangements do not differ significantly from the total EB candidate population. They achieve slightly lower results and their pass rate is slightly lower but not significantly so.

5. Budget for Educational Support

5.1 Educational Support budget in the 2018-2019 school year in relation to different forms of support and cost per pupil

The total number of ES pupils enrolled on General Support courses is 5 148, Moderate Support 2 627, ISA 1 254 and ISB 287. It should be remembered that any one pupil may receive several forms of support.

The cost of all forms of Educational Support in the 2018-2019 school year totalled €13 083 539. This is a 14% (€1 624 871) increase on the previous year's total budget.

Costs per pupil are calculated on the basis of the budgets and closing of the accounts of the European Schools, in which the figures are not broken down by type of support (they include the costs of General, Moderate, ISB and ISA Support). The budget was calculated to match the 2018-2019 school year (4 months are from the 2018 Closing and 8 months from the 2019 Budget).

The average cost per pupil in the ES in the 2018-2019 school year was €1 404.42. This is €115 more than in the previous school year.

- ✓ The cost per pupil is highest at the ES, Brussels I (€2 445).
- ✓ The cost per pupil is higher than average at the ES, Brussels I, Brussels II, Brussels III, Luxembourg II and Varese.
- ✓ The cost per pupil is clearly lowest at the ES, Frankfurt, where it is €481.87.
- ✓ In four schools, the cost per pupil is markedly lower than the average cost (Frankfurt, Karlsruhe, Luxembourg I and Mol).

Table 22: Budget in the 2018-2019 school year

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

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
School	Budget	% of the total budget	Number of Pupils (total population)	% of the pupil pop.	Number of pupils receiving General Sup.	% of the pupils receiving General Support	Number of pupils receiving Moderate Sup.	% of the pupils receiving Moderate Support	Number of pupils receiving ISB	% of the pupils receiving ISB	Number of pupils receiving ISA	% of the pupil pop.	Total pupils receiving support (F+H+J+L)	% of the pupil pop.	Budget Per pupil (B/N)
Ali	441 221.67 €	3.4%	1 058	3.9%	254	4.9%	57	2.2%	12	4.2%	22	1.8%	345	3.7%	1 278.9 €
Ber	155 359.00 €	1.2%	566	2.1%	69	1.3%	20	0.8%	2	0.7%	15	1.2%	106	1.1%	1 465.6 €
B I	2 137 424.33 €	16.3%	3 951	14.5%	510	9.9%	124	4.7%	46	16.0%	194	15.5%	874	9.4%	2 445.6 €
B II	1 689 101.00 €	12.9%	3 076	11.3%	619	12.0%	313	11.9%	4	1.4%	163	13.0%	1 099	11.8%	1 536.9 €
B III	1 692 942.00 €	12.9%	3 099	11.4%	562	10.9%	68	2.6%	65	22.6%	144	11.5%	839	9.0%	2 017.8 €
B IV	1 222 934.67 €	9.3%	2 843	10.4%	536	10.4%	264	10.0%	50	17.4%	55	4.4%	905	9.7%	1 351.3 €
Frf	369 595.33 €	2.8%	1 527	5.6%	405	7.9%	286	10.9%	21	7.3%	55	4.4%	767	8.2%	481.9 €
Kar	424 783.33 €	3.2%	876	3.2%	225	4.4%	75	2.9%	9	3.1%	46	3.7%	355	3.8%	1 196.6 €
L I	1 626 987.33 €	12.4%	3 345	12.3%	523	10.2%	841	32.0%	0	0.0%	202	16.1%	1 566	16.8%	1 038.9 €
L II	1 519 464.67 €	11.6%	2 648	9.7%	255	5.0%	174	6.6%	19	6.6%	208	16.6%	656	7.0%	2 316.3 €
Mol	316 173.33 €	2.4%	693	2.5%	315	6.1%	186	7.1%	6	2.1%	33	2.6%	540	5.8%	585.5 €
Mun	643 117.00 €	4.9%	2 231	8.2%	604	11.7%	96	3.7%	51	17.8%	73	5.8%	824	8.8%	780.5 €
Var	844 435.00 €	6.5%	1 349	4.9%	271	5.3%	123	4.7%	2	0.7%	44	3.5%	440	4.7%	1 919.2 €
TOT	13 083 538.67 €	100.0%	27 262	100.0%	5 148	100.0%	2 627	100.0%	287	100.0%	1 254	100.0%	9 316	100.0%	1 404.4 €

Total pupil population (B/D): 479.9 €

The development of the cost per pupil in terms of numbers of pupils receiving different forms of support in each school in the 2015-2016, 2016-2017 and 2017-2018 school years is shown in Table 23 below.

Table 23: Development of the cost per pupil in the 2016-2017 to 2018-2019 school years

School	2016-2017	2017-2018	2018-2019
Alicante	1 334.0 €	1 252.9 €	1 278.9 €
Bergen	781.2 €	1 211.8 €	1 465.6 €
Brussels I	2 444.7 €	2 440.2 €	2 445.6 €
Brussels II	1 413.4 €	1 896.6 €	1 536.9 €
Brussels III	1 928.2 €	1 508.4 €	2 017.8 €
Brussels IV	1 563.0 €	1 476.6 €	1 351.3 €
Frankfurt	409.0€	261.6 €	481.9 €
Karlsruhe	1 235.7 €	951.2 €	1 196.6 €
Luxembourg I	886.4 €	735.9 €	1 038.9 €
Luxembourg II	1 411.4 €	1 852.6 €	2 316.3 €
Mol	409.6 €	581.3 €	585.5 €
Munich	947.6 €	1 158.1 €	780.5 €
Varese	1 427.8 €	1 478.9 €	1 919.2 €
TOTAL	1 299.6 €	1 289.4 €	1 404.4 €

Tables 22 and 23 above show the costs calculated to match a school year. Since, at the time of writing this report, the 2019 Closing of the accounts is not yet known, the calculation takes the 2019 Budget into account partially. For instance, for the 2018-2019 school year, 4 twelfths coming from the 2018 Closing of the account are added to 8 twelfths coming from the 2019 Budget. Figures coming from budgets are estimated expenditure. Hence, the figures presented in the above Tables 22 and 23 are based on partial actual costs. The following Table 24 presents the recalculation based only on the Closing of the accounts showing actual costs.

Table 24: Development of costs per pupil (actual costs)

School	2015-2016	2016-2017	2017-2018
Alicante	748.67 €	1 332.11 €	1 349.32 €
Bergen	838.73 €	575.48 €	1 402.64 €
Brussels I	1 755.31 €	2 486.59 €	2 737.35 €
Brussels II	1 321.55 €	1 570.11 €	1 699.86 €
Brussels III	1 382.93 €	1 569.89 €	1 717.61 €
Brussels IV	968.00 €	1 427.62 €	1 395.98 €
Frankfurt	192.13 €	425.07 €	595.74 €
Karlsruhe	734.39 €	1 221.33 €	887.64 €
Luxembourg I	1 336.40 €	921.02 €	964.79 €
Luxembourg II	1 110.25 €	1 410.00 €	2 050.05 €
Mol	674.52 €	415.07 €	553.27 €
München	1 080.11 €	931.32 €	818.53 €
Varese	1 371.31 €	1 604.11 €	1 966.90 €
TOTAL	1 118.92 €	1 281.59 €	1 393.88 €

Table 25 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.

The budget line 'Remunerations relating to Educational Support' (abbreviated to 'ES' in the table) covers 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.

Table 25: Budget for Educational Support by school

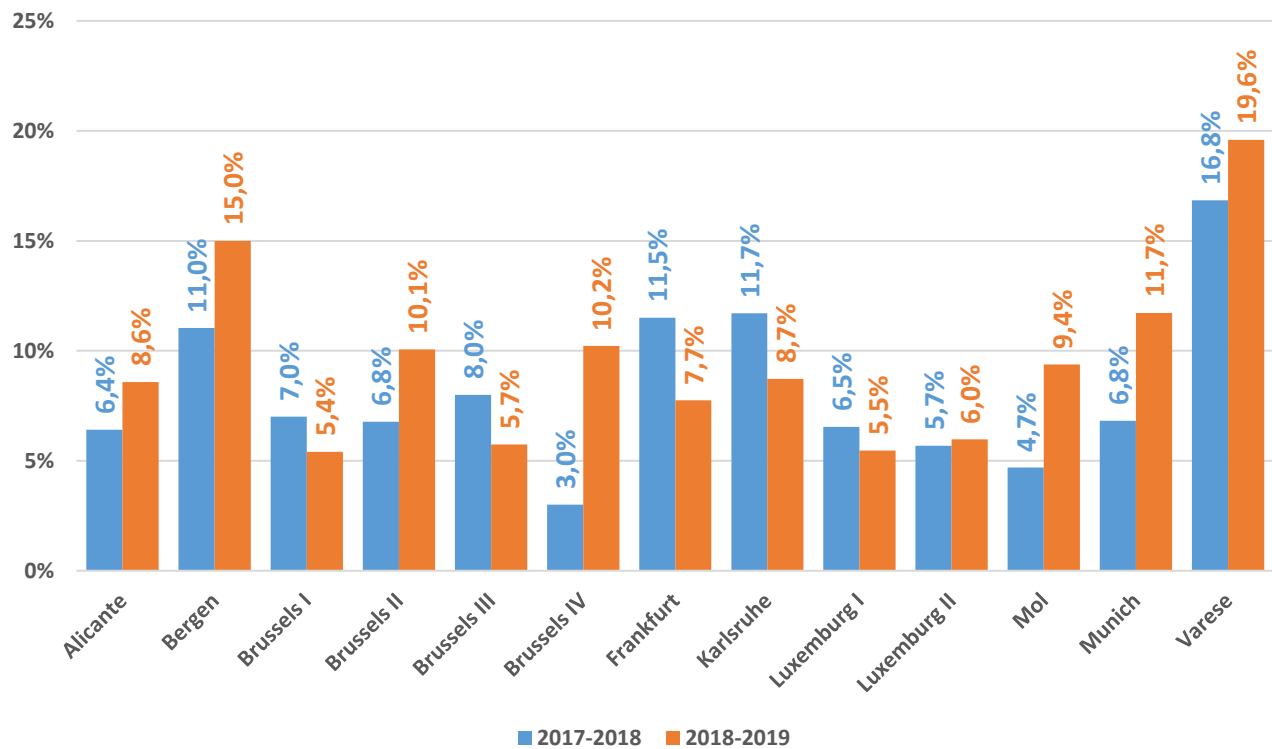
	2016		2017		2018		2019	
	2016 Budget	Implementation	2017 Budget	Implementation	2018 Budget	Implementation	2019 Budget	Implementation
Alicante	430.287	302.572	423.014	422.187	348.940	392.051	465.807	0
Remunerations relating to educational support	428.787	302.476	421.514	421.510	347.440	392.051	464.307	
Educational Support	1.500	96	1.500	677	1.500	0	1.500	
Bergen	134.823	84.537	122.962	79.446	132.962	160.153	152.962	0
Remunerations relating to educational support	131.861	82.198	120.000	77.963	130.000	156.897	150.000	
Educational Support	2.962	2.339	2.962	1.483	2.962	3.256	2.962	
Bruxelles I	1.334.655	1.486.216	1.805.500	1.849.158	1.806.000	2.138.511	2.136.881	0
Remunerations relating to educational support	1.332.460	1.485.583	1.800.000	1.844.784	1.800.000	2.134.601	2.130.881	
Educational Support	2.195	633	5.500	4.374	6.000	3.910	6.000	
Bruxelles II	1.284.035	1.514.720	1.498.500	1.748.542	1.560.910	1.308.353	1.879.475	0
Remunerations relating to educational support	1.283.535	1.512.069	1.480.000	1.745.862	1.555.910	1.304.805	1.869.475	
Educational Support	500	2.651	18.500	2.680	5.000	3.548	10.000	
Bruxelles III	1.170.093	1.191.013	1.912.101	1.446.139	1.363.000	1.652.386	1.713.220	0
Remunerations relating to educational support	1.165.969	1.187.524	1.908.101	1.437.684	1.350.000	1.640.243	1.700.000	
Educational Support	4.124	3.489	4.000	8.455	13.000	12.143	13.220	
Bruxelles IV	840.886	1.076.943	1.632.579	1.444.487	1.204.711	1.099.512	1.284.646	0
Remunerations relating to educational support	822.886	1.070.207	1.628.579	1.443.488	1.199.711	1.095.771	1.275.000	
Educational Support	18.000	6.736	4.000	999	5.000	3.741	9.646	
Culham	162.342	185.840	118.966					
Remunerations relating to educational support	161.542	185.085	118.566					
Educational Support	800	755	400					
Frankfurt	150.500	108.906	226.500	237.573	153.150	500.482	304.152	0
Remunerations relating to educational support	150.000	108.906	225.000	236.560	151.150	500.214	301.152	
Educational Support	500	0	1.500	1.013	2.000	268	3.000	
Karlsruhe	344.000	376.804	414.000	406.997	420.000	378.350	448.000	0
Remunerations relating to educational support	335.000	372.813	405.000	401.468	410.000	374.709	440.000	
Educational Support	9.000	3.991	9.000	5.529	10.000	3.641	8.000	
Luxembourg I	1.111.312	1.172.462	1.324.319	1.399.017	1.179.300	1.763.588	1.558.687	0
Remunerations relating to educational support	1.102.812	1.170.555	1.319.319	1.398.311	1.170.800	1.752.943	1.552.387	
Educational Support	8.500	1.907	5.000	706	8.500	10.645	6.300	
Luxembourg II	1.082.247	1.142.783	1.393.226	1.391.329	1.305.125	1.518.394	1.520.000	0
Remunerations relating to educational support	1.057.948	1.137.630	1.388.226	1.388.054	1.300.000	1.514.094	1.500.000	
Educational Support	24.299	5.153	5.000	3.275	5.125	4.300	20.000	
Mol	192.500	317.506	202.500	207.339	293.094	273.936	337.292	0
Remunerations relating to educational support	190.000	315.269	200.000	205.652	290.594	271.478	334.792	
Educational Support	2.500	2.237	2.500	1.687	2.500	2.458	2.500	
Munich	928.055	817.996	603.000	585.657	862.430	523.657	702.847	0
Remunerations relating to educational support	925.355	815.337	600.000	583.862	859.430	520.858	699.847	
Educational Support	2.700	2.659	3.000	1.795	3.000	2.799	3.000	
Varese	515.108	493.401	584.309	686.890	606.000	919.305	807.000	0
Remunerations relating to educational support	509.831	488.124	578.309	680.890	600.000	913.305	800.000	
Educational Support	5.277	5.277	6.000	6.000	6.000	6.000	7.000	
	9.518.501	10.085.859	12.142.510	11.904.761	11.235.622	12.628.678	13.310.969	0

5.2 Educational Support budget for support coordination

The time given over to Educational Support coordination is paid from the school's Educational Support budget. This year, the schools were asked to report how much of their Educational Support budget was used for EdSup coordination.

- ✓ The highest proportion of the budget for coordination was spent at the ES, Varese (19.6%).
- ✓ The lowest proportion for coordination was spent at the ES, Brussels I (5.4%).

Chart 13: Share of the Educational Support budget allocated to coordination in the European Schools



6. Highlighted findings

- The data were collected by means of a survey via an electronic questionnaire. The data could not be retrieved from SMS.
- One school did not provide the complete data because of a change in coordinators. Two schools said that they were unable to provide data on the allocation of Educational Support to learning areas in the nursery/primary because of the holistic method of providing Educational Support used.
- Even though a certain trend towards harmonisation has been identified, the proportion of pupils receiving different forms of support still differs between the schools and between the cycles within the schools. There is room for further harmonisation of implementation of Educational Support Policy across and within the schools.
- General, Moderate and ISA support are used in all schools.
- The percentage of pupils receiving ISB this year is very low and seems to be stable at 1% of pupils in the ES. It is most frequently used at Brussels III and at Munich (more than 2%). It is not used at the ES, Luxembourg I. In general, ISB is mostly used for non-SWALS.
- Since the year 2015, the number of pupils receiving ISA has risen from 860 to 1 254 pupils, which represents a 46% increase in the space of four years. The total number of pupils increased at the same time from 25 402 to 27 262 , which means the increase of 7%.
- The percentage of ISA agreements went up from 3.46% of the ES pupil population in August 2015 to 4.6% in August 2019.
- Since the school year 2014-2015, the percentage of ISA agreements in P5 is markedly higher than in S1 the following year.
- The most frequent diagnosis group is the developmental learning disorders one (38%), followed by attention, social and behavioural deficits (23%).
- Educational Support is provided mostly in languages, in mathematics and in order to support development of Learning to Learn competence.
- Time allocated to assistance for pupils with ISA fell from 55% to 47% of all support time (as opposed to a very significant increase in the year 2016-2017).
- The total number of tripartite agreement is 192, which is 58 fewer than a year ago (250 agreements).
- The majority of pupils with ISA (89%) were promoted normally.
- The number of terminated ISA agreements in the 2018-2019 school year was 172, which is 27% fewer than the previous school year (235). 42% of these pupils continued with another form of support or no longer needed Educational Support.
- While in the previous years the number of terminated ISA agreements and the number of new ISA agreements roughly balanced out, in the year 2018-2019 there were twice as many new agreements as terminated ones.
- When a pupil with an ISA agreement moved to a school better suited to his or her particular needs, it was either based on a common agreement between the school and the parents or it was a decision taken by the parents.
- In the year 2018-2019, in total two admissions of pupils with special educational needs were refused, both in the Nursery.
- More than half (93%) of the Educational Support teachers are qualified to teach either in the relevant cycle or the subject and 14% have additional qualifications for teaching pupils with special educational needs.

- More than half of the Educational Support assistants (51%) have had a university education.
- More than 52% of Educational Support coordinators are qualified to teach pupils with special educational needs.
- The share of the Educational Support budget allocated to coordination in the European Schools ranges between 3% and 20% of the total budget earmarked for Educational Support.
- The total cost per pupil is 9% higher than that for the previous school year. However, there are substantial differences between the schools.
- In the 2018 calendar year, in three schools, the budget earmarked for Educational Support was significantly exceeded, whilst in two schools the budget was not fully used. In the remainder of the schools, the final amount of money used was approximately the same as the budget estimate.

7. Proposals for the Joint Board of Inspectors and the Joint Teaching Committee

The Joint Board of Inspectors is invited to express 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 express 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.

8. Opinion of the Joint Board of Inspectors

The Joint Board of Inspectors 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 2018-2019.

The Educational Support Policy Group was continuing to study which were the most relevant data to be included in the report. The issue of Educational Support would be put on the agenda for Administrative Board meetings in so far as individual suggestions by School were made in the report.

The document would be sent forward to the Budgetary Committee for information, then presented to the Board of Governors for a final decision.

9. Opinion of the Joint Teaching Committee

The JTC expressed a favourable opinion on the Statistical Report on Educational Support and appreciated the significant improvement in the information provided, as well as the fact that the data had been collected via SharePoint. Nevertheless, the EC required additional information about the breakdown of the budget per type of support, especially about the proportion of the total Educational Support budget allocated to ISA. For the future, the EC also sought clarification regarding the discrepancy in the cost per pupil in the different schools. The ISTC requested that the 46% increase of the number of pupils receiving ISA should be reflected in the support coordinators' numbers of hours allocated for support, in a harmonised way across the schools. The Directors supported their request. The report's findings would be considered by various WGs for further improvement. The document would be presented to the Budgetary Committee for information and to the Board of Governors for approval.

10. Proposal for the Budgetary Committee

The Budgetary Committee is invited to take note of the present report and to express its opinion. It will subsequently be submitted for approval to the Board of Governors.

11. Opinion of the Budgetary Committee

The Budgetary Committee took note of the statistical report regarding the educational support and the integration of pupils with Special Educational Needs into the European Schools in the year 2018-2019. The report would be forwarded to the Board of Governors for approval.

12. Proposal for 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.eurasc.eu).

Annex: Classification of diagnoses

Disorders of motor coordination function, musculoskeletal/nervous system	<ul style="list-style-type: none"> - Brachial plexus disorder - Cerebral palsy - Paraplegia - Syndrome with skeletal anomaly (e.g. Achondroplasia, Osteogenesis imperfecta, with short stature) - Degenerative illness - Dyspraxia or motor coordination disorder - Dysgraphia - Tic disorder - Epilepsy - Combination of disorders mentioned above - Other
Diseases of the eye and ear	<ul style="list-style-type: none"> - Impairment of visual functions - Blindness - Impairment of hearing functions - Deafness - Other
Cognitive characteristics	<ul style="list-style-type: none"> - Intellectual development disorder (mild/moderate/severe/profound) - Below-average intelligence - High intellectual potential - Other
Autism spectrum disorder	<ul style="list-style-type: none"> - Autism spectrum disorder with disorder of intellectual development - Autism spectrum disorder without disorder of intellectual development - Other
Developmental learning disorders	<ul style="list-style-type: none"> - Dyslexia - Dysorthography - Dyscalculia or Acalculia - Other
Specific disorders and symptoms involving speech and language	<ul style="list-style-type: none"> - Dyslalia - Dysphasia - Aphasia - Mutism - Stammering - Other
Attention, social and behavioural deficits	<ul style="list-style-type: none"> - Attention deficit disorder (ADD) - Attention deficit hyperactivity disorder (ADHD) - Hyperactivity/Attention disorder associated with conduct/behavioural disorder - Conduct/behavioural disorder (e.g. Socialised conduct disorder, Oppositional defiant disorder, other Conduct disorders) - Combination of disorders mentioned above - Other
Chromosomal anomalies	<ul style="list-style-type: none"> - Autosomal trisomy (e.g. Trisomy 21) - Other chromosomal anomaly
Other disorder/disease	<ul style="list-style-type: none"> - Diabetes - Other (please fill in the diagnosis):