



Schola Europaea / Office of the Secretary-General
Pedagogical Development Unit

Ref.: 2019-11-D-11-en-1

Orig.: EN

Statistical Report on Educational Support and on the Integration of Pupils with Special Educational Needs into the European Schools in the Year 2018-2019

Educational Support Policy Working Group, Brussels, 20th January 2020

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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 has essentially remained the same during the reporting years 2014-2018. The development of the main topics has been followed and the structure and format of tables and charts has remained the same. In order to give a more complete picture of the Educational Support provided in European Schools (ES), some questions have been amended slightly and some additional data have been requested, whilst maintaining the comparability of the reports for the different years. The classification of the diagnosis has been updated accordingly to internationally used classifications and to be used to describe the most common diagnosis which have impact on learning in the context of 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 2019 and the approved Closing 2018 of the European Schools.

The schools' data were acquired on 31 August 2019, the last day of the 2018-2019 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 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, the 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 the relevant data is 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 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 has been 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 the pupils received General Support.
- ✓ GS is less used especially in Luxembourg II, where less than 10% of pupils receive GS.
- ✓ At the ES Mol, the percentage of pupils receiving GS increased significantly, being now more than 45% of all pupils. Based on the data the number of pupils receiving GS in Mol seems to vary from one year to another:

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 mostly used in Mol and in Luxembourg I, where the percentage of pupils receiving MS more than 25% of pupils.
- ✓ Less MS is used in Brussels III, 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 stabled to 1% of pupils in the ES. It is not used at the ES Luxembourg I like last year.
- ✓ ISB is used mostly in 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 increases steadily, now amounting to 4.6% of the ES population.

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

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 school year 2018-2019, 83% of ISB was given to non SWALS pupils.

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 pupils, 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 support forms have been followed (the four previous school years).
- ✓ At the ES Brussels IV, 67% of all support is provided in Nursery and Primary cycle.
- ✓ Also in Brussels I and Munich 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 gathered in the year 2018-2019 shows certain developments in some schools.

- ✓ Two schools, Brussels III and Frankfurt, have practically finished to offer MS in Secondary. Also in Karlsruhe, Luxembourg II, Munich and Varese the provision of MS is very limited.
- ✓ At Bergen in N/P cycle MS is not offered.
- ✓ At Luxembourg I, during the two-year period, the proportion of ISB has been 0.0% in both cycles. ISB is not offered in N/P in Bergen, Brussels II, Brussels IV and Varese. In Secondary school in 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 these three school MS prevails significantly 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%)

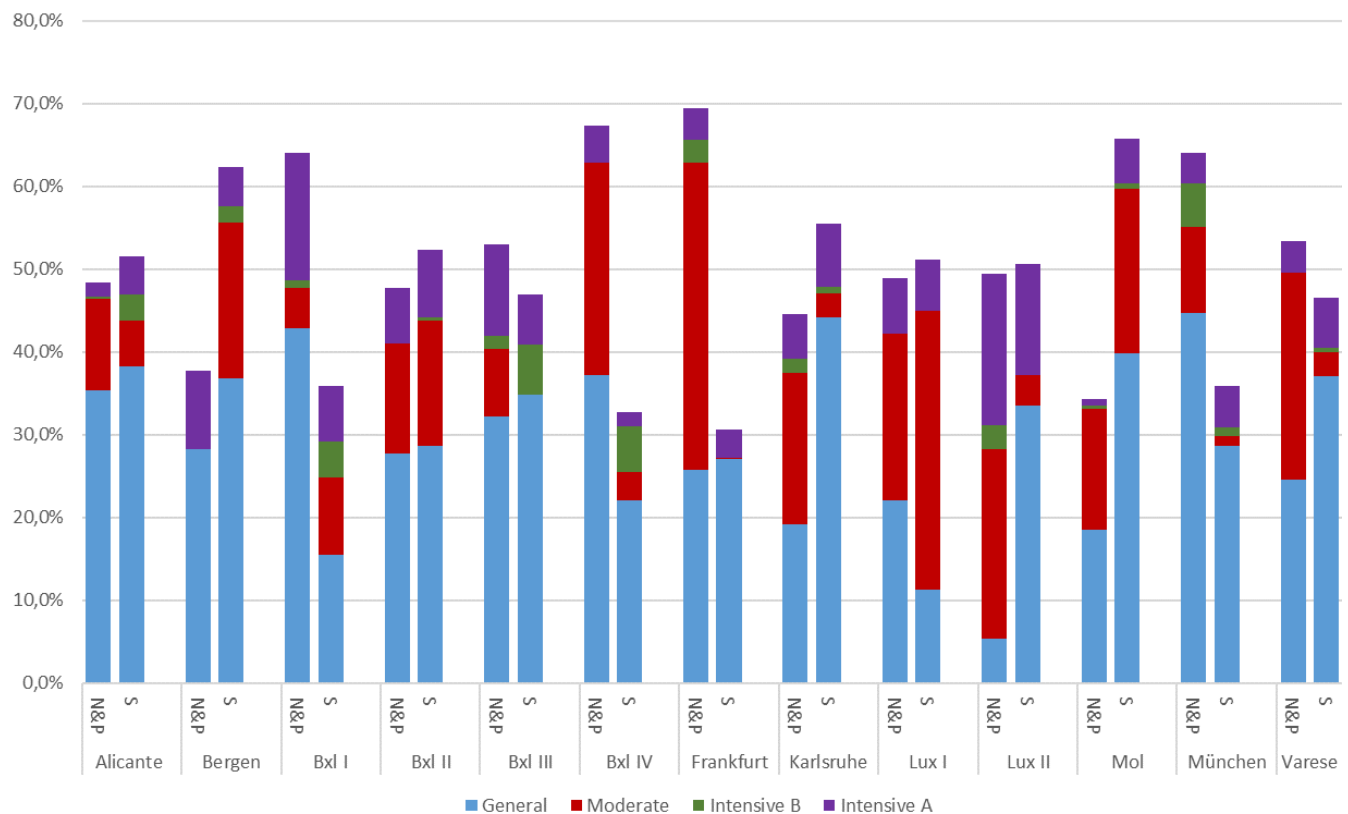
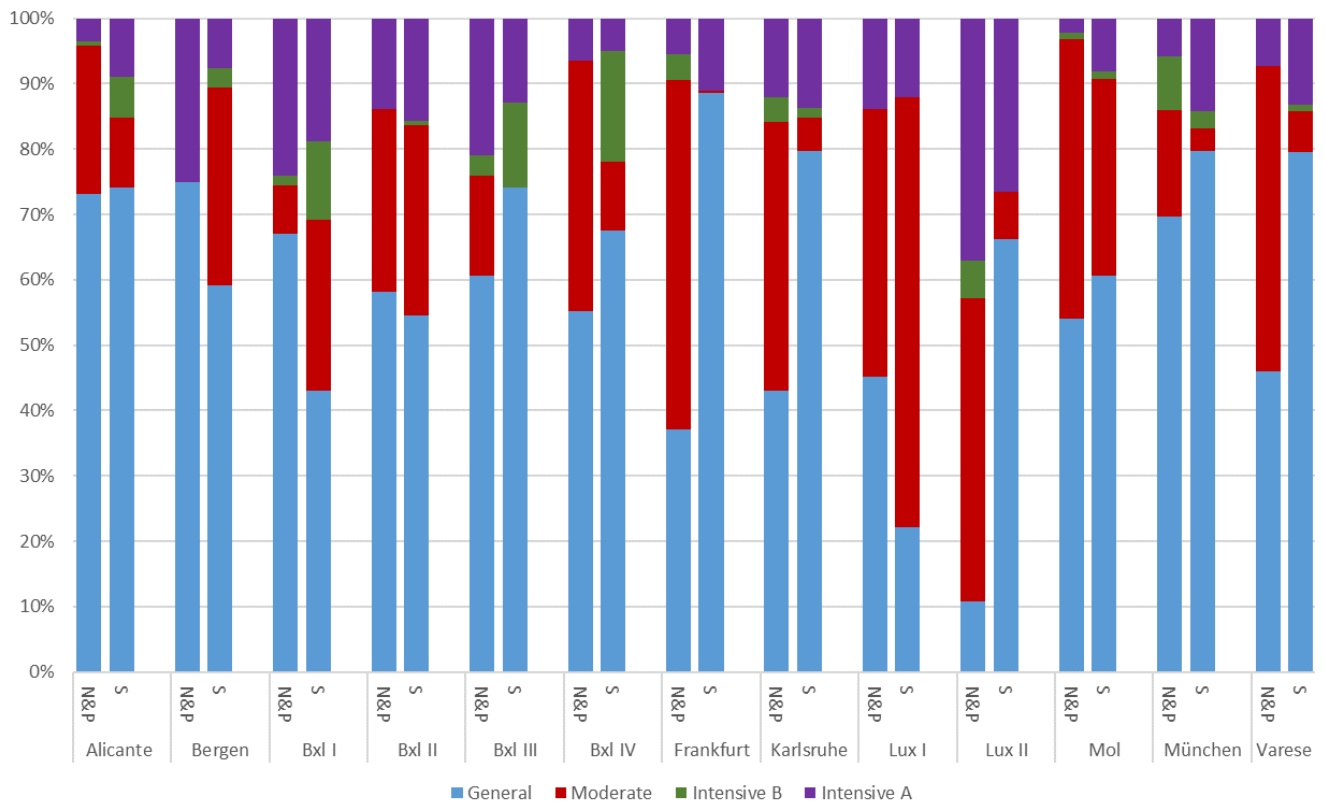


Chart 1B: Proportion of pupils receiving different forms of support by school and by cycle (total by cycle = 100%)



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 approximately 70% of pupils getting 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%.

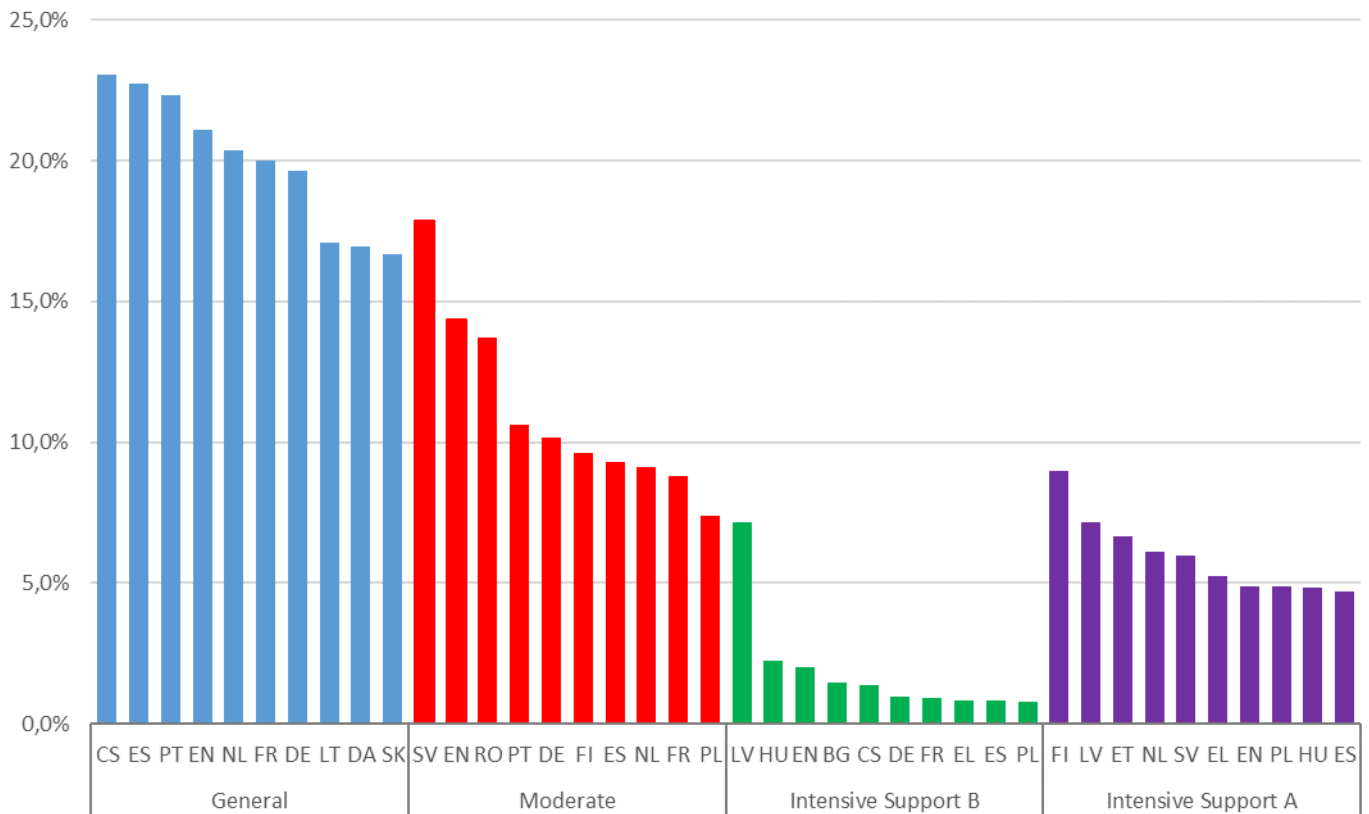
It should be remembered that the vehicular language sections have the largest number of SWALS.

In Chart 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 the most frequent (more than 20% of pupils receiving support) in the Czech, Spanish, Portugese, English, French and Dutch language sections.
- ✓ Moderate Support is most frequently used in the Swedish and English sections.
- ✓ ISB remains the 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 gathered 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 could not give the breakdown by subjects because the support is not focusing on specific areas but adopt a holistic approach.

The ES Brussels I declared not being able to provide any breakdown as well due to the change of coordinators.

- ✓ In total, 376 children received GS: 247 received MS, 11 received ISB and 59 received ISA.
- ✓ Support is mostly given in the area of Me and the World/ Cognitive development (20%), where especially Learning to Learn competence, L1 and pre-mathematical skills were supported.
- ✓ Educational Support was also given in the other three areas: Me as a Person (16%), Me and the 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 are without the data from Brussels II which declares organizing support on a holistic way. However, in the comments the school states that they work on specific subjects maths or L1 and also on social skills and learning to learn.

Brussels I/ Uccle did not provide data.

- ✓ The total number of the pupils receiving General support is 2 284, 1 368 pupils received Moderate support, 103 received ISB and 624 received ISA.
- ✓ Support is mostly given 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 given in mathematics (30%), in L2 (20%), L1 (16%) and L3 (8%).
- ✓ Support is also given 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 biggest amount is allocated for L1,
- ✓ in the primary, Educational Support is mainly given in L1, mathematics and L2,
- ✓ in the secondary, most of the support is given in mathematics, L1 and L2 but also to 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% within one year. The percentage of pupils receiving ISA is slightly higher in the Nursery/Primary cycles (54.5%) than in the Secondary cycle (45.5%).

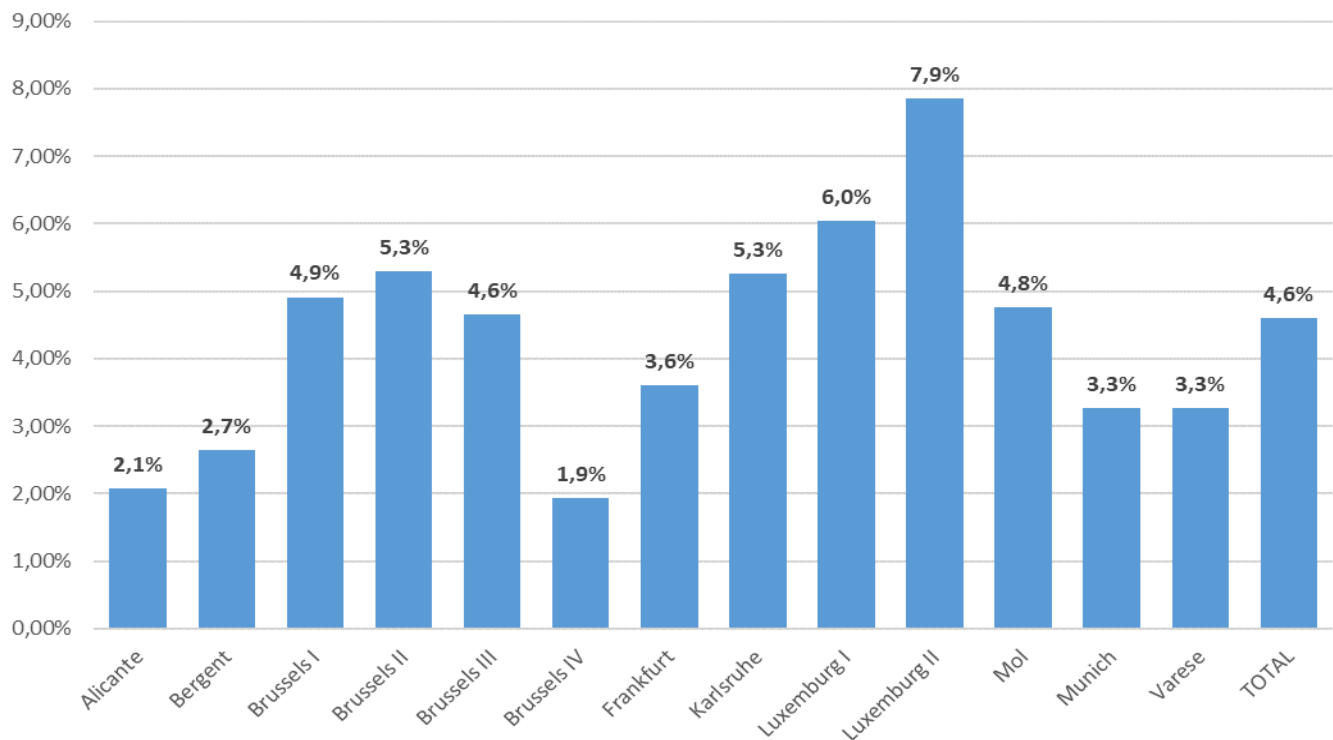
Table 4: Number and percentage of pupils receiving ISA – Development from the year 2016 to August 2019

	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 Luxemburg 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 in Brussels IV (1.9%) and at Alicante (2.1%).
- ✓ The **largest increase** in the number of ISA pupils in relation to the pupil population is in Mol (+1.9%), in Lux II (+1.7) and in Lux I (+1.6).
- ✓ The **largest decrease** was in Brussels II (-1.5).
- ✓ 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 reverse in Alicante, Brussels II, Karlsruhe, Munich and Mol. The biggest difference between cycles is in Mol.
- ✓ At the ES Frankfurt and 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 in Bergen where the situation is now more balanced,
- ✓ in Brussels IV N/P prevails and the difference is bigger than a year ago,
- ✓ in Frankfurt the situation becomes more balanced between the cycles,
- ✓ in Varese the breakdown is in favour for secondary,
- ✓ in Munich the situation is now more balanced,
- ✓ in Luxembourg one there are more agreements in N/P than a year ago,
- ✓ in Mol, the discrepancy between N/P (12%) and S (88%) is bigger 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)

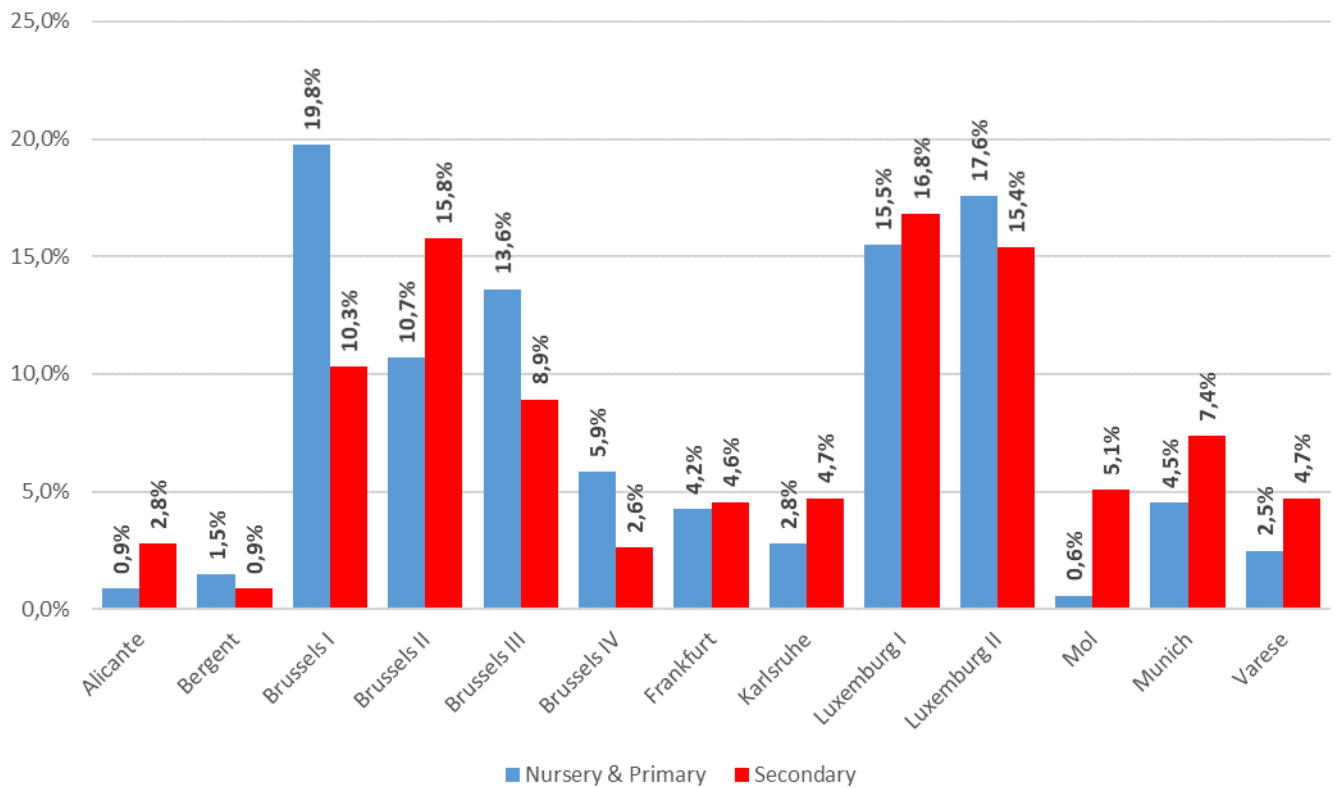
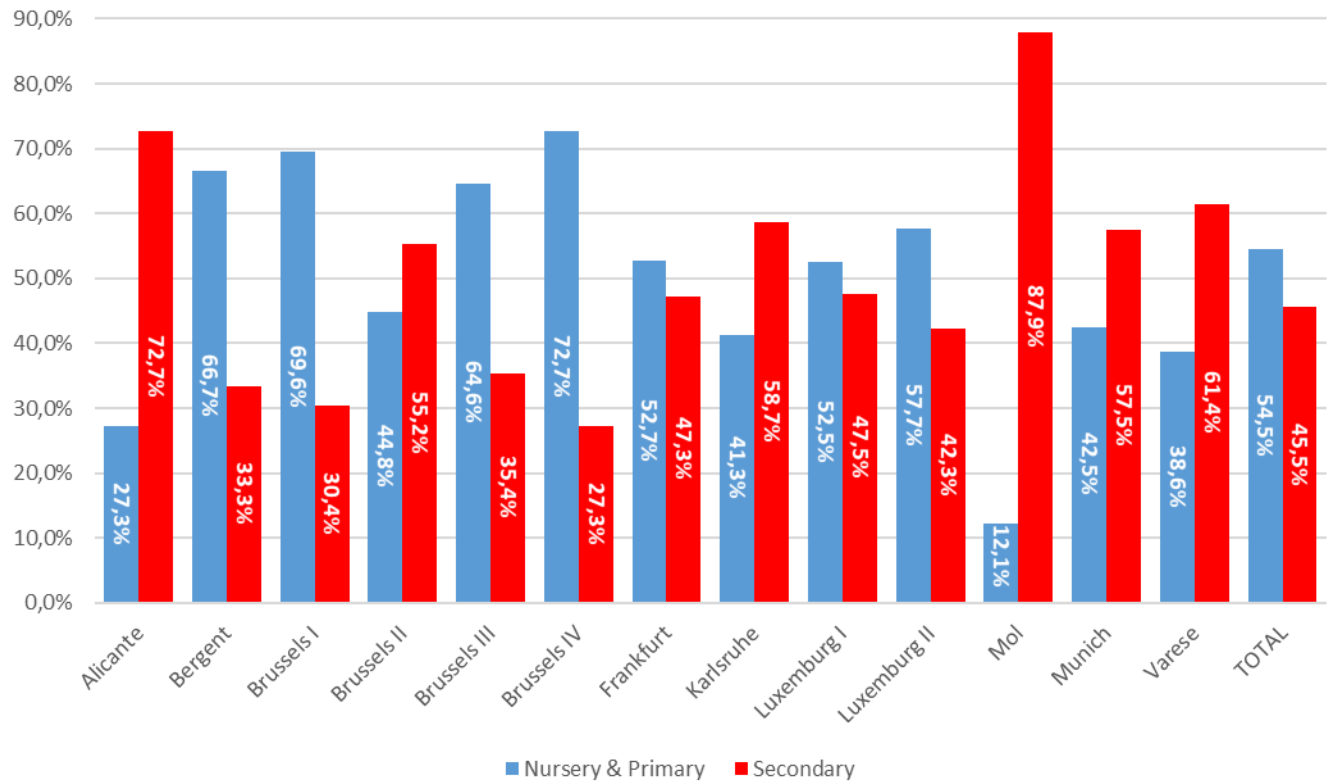


Chart 5: Proportion of pupils in Nursery & Primary and Secondary cycles receiving ISA within each school (% of all pupils with ISA)



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 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

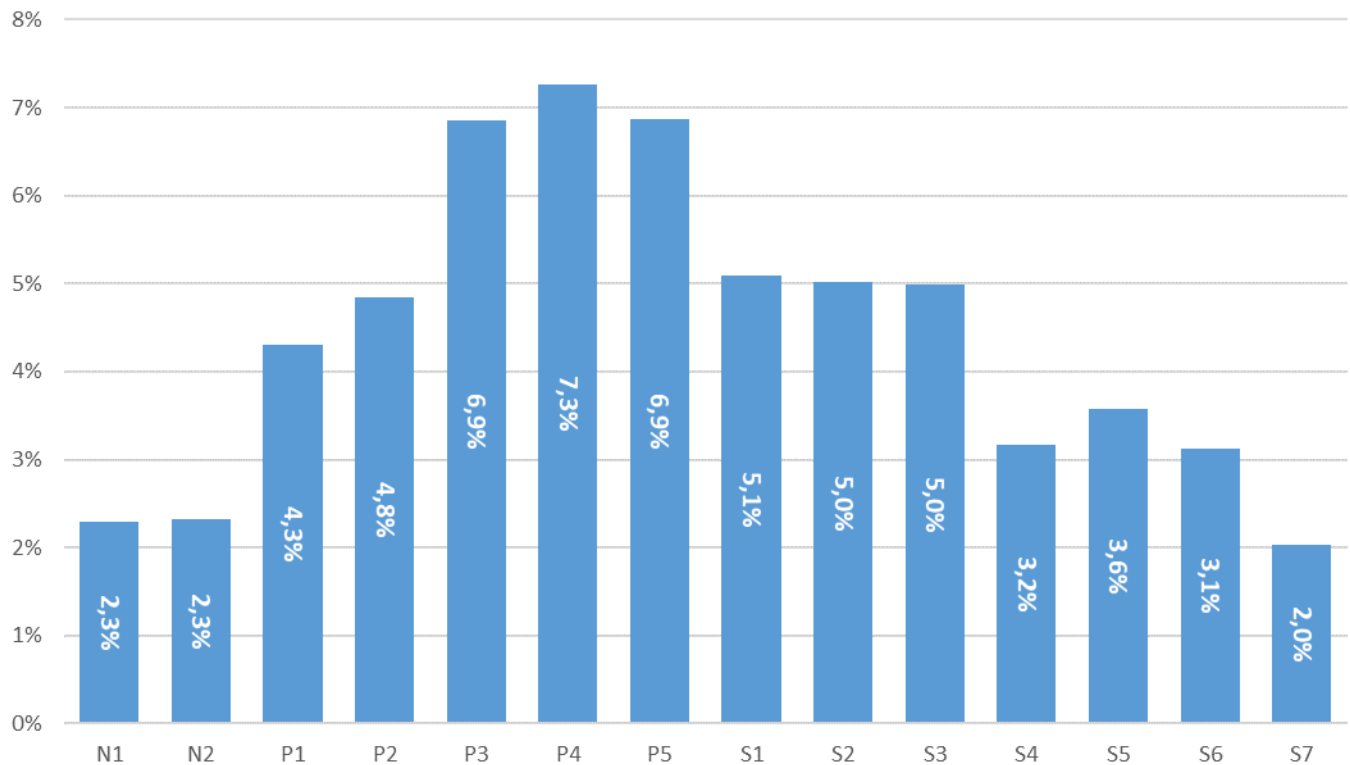
Language Section	15-16	16-17	17-18	18-19	School population 18-19
BG	2.9%	8.2%	7.8%	2.9%	0.2%
CS	4.4%	4.2%	3.2%	3.5%	1.3%
DA	2.8%	2.4%	2.3%	3.5%	1.4%
DE	3.7%	3.3%	3.4%	3.9%	16.2%
EL	3.1%	3.9%	5.3%	5.3%	3.2%
EN	4.1%	3.7%	4.4%	4.9%	19.6%
ES	3.2%	3.4%	3.7%	4.7%	6.0%
ET		0.0%	0.0%	6.7%	0.1%
FI	9.0%	9.6%	8.4%	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 following 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 diagnosis for seeking Educational Support.

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

- ✓ The most common diagnosis group is the group of developmental learning disorders which is 38% of diagnosis leading to an ISA agreement.
- ✓ The second common group of diagnosis is attentional, social and behavioural deficits which comprise 23% of diagnosis leading to ISA agreement.
- ✓ Group of disorders of motor coordination function comprise the third biggest group for ISA agreements, 12%.
- ✓ The most common diagnosis leading to an ISA agreement are dyslexia (21%), attention deficit hyperactivity disorder (9%) and dysortografia (9%).
- ✓ Two groups of autism spectrum disorder (with and without disorder of intellectual development) comprise nearly 7% of diagnosis leading to 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 (%)

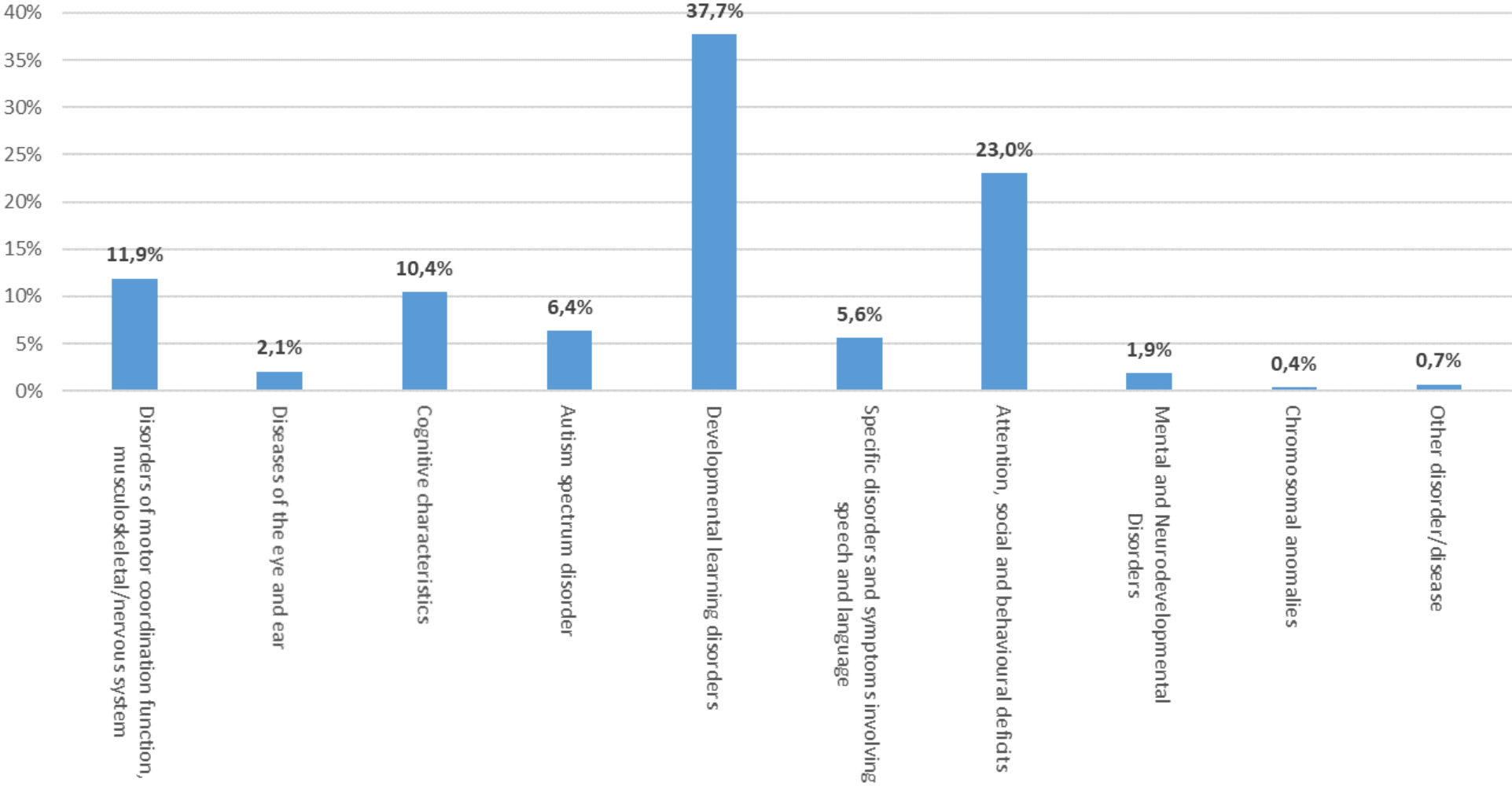


Table 6: Frequency of diagnosis per cycle (number of cases receiving ISA by cycle)

Disorder	Nursery	Primary	Secondary	Total	%
Dyslexia	2	187	231	420	21.1%
Attention deficit hyperactivity disorder	1	92	92	185	9.3%
Dysorthographia	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 disorder of intellectual development	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 disorder of intellectual development	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 behavioral 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, .. with short stature)	1	1	2	4	0.2%

Disorder	Nursery	Primary	Secondary	Total	%
Other disorder of motor coordination function, musculoskeletal/nervous system	2	2	0	4	0.2%
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%
Trisomy of the autosomes	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)	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	1055	869	1993	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%), in L1, personal and social development areas (each of the three areas 16,3%). ISA was also provided in the 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 the 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/Autre/Andere	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 explained at 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 to 21.6% (also increase of 3%) of the 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%). Educational support given in the cross-curricular areas is lower in comparison with 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 at 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 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 Sciences	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%

Secondary	2017-2018		2018-2019	
	Number of Pupils	%	Number of Pupils	%
Other	6	0.7%	3	0.3%
Philosophy	1	0.1%	23	2.0%
Physical Education	6	0.7%	3	0.3%
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 admissions

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 whole ES system, both in Nursery: one in Brussels I and the other in 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 Bacca-laureate).
- ✓ The percentage of pupils with ISA following their year group without promotion, 6%, is lower than a year ago.
- ✓ The percentage of pupils with ISA repeating a year went down from 4% to 3%.
- ✓ This year, 7 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 decreased from 4% (last year) to 3% this year.
- ✓ In the Secondary, the decrease of the repeating rate continued from 3% last year to 2% this year.

The total average repeating 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 Secondary, 98 agreements were terminated and it is 57% of all terminated agreements. Compared to previous year, there is a decrease of 26.8% of the number of termination of ISA agreements.

- ✓ 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 would have been able to meet the pupil's needs.
- ✓ 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 relation between the terminated and new contract 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
Luxemburg I	5	4	21	0	0	21	11	26	33
Luxemburg II	3	29	11	8	20	10	7	54	14
Moi	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 growth of support teachers in two years time 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 growth of support teachers in two years time is 38%.
- ✓ The proportion of seconded teachers providing ISA in total is 24% and locally recruited teachers is 76%.

The number of personal **assistants** increased to 185, accounting for 22% of the staff working in the ISA area. The proportion of assistants in the Edsup staff has stayed the same as on the last year. Majority of the assistants work in the N/P cycle, 148 out of 185.

- ✓ This year there are no speech therapists, psycho-motor therapists nor occupational therapists working in the European Schools.

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

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 in Luxemburg I (N&P) and 4 assistants in Frankfurt paid by the City of Frankfurt (2 in N&P and 2 in Secondary)

2.11 Tripartite agreements

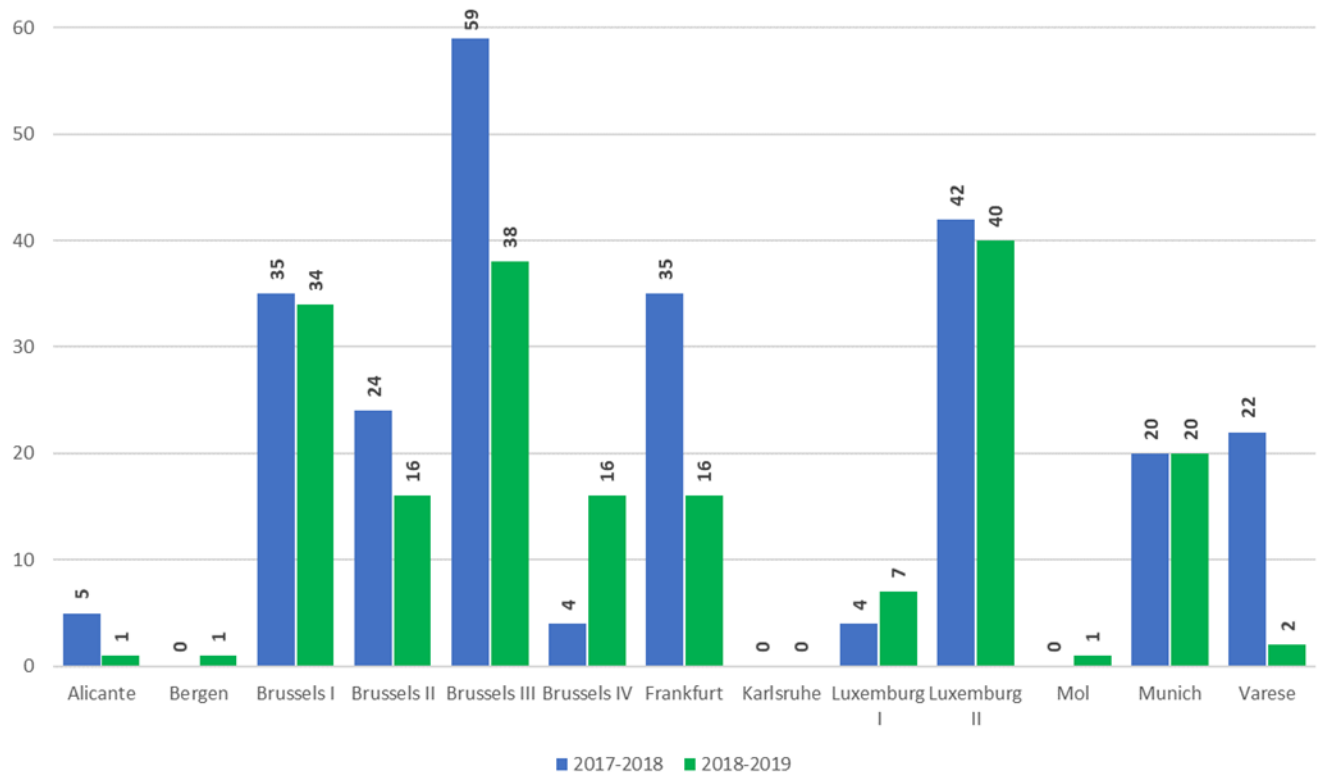
Therapy can be arranged in the schools based on tripartite agreement, however, these agreements, are not officially part of the educational support provided by the ES. It is an additional element that the ES system offers for parents. In this agreement, the school's role is to make a suitable room available 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 less than a year ago.

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

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

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



2.12 Time used for Intensive Support A

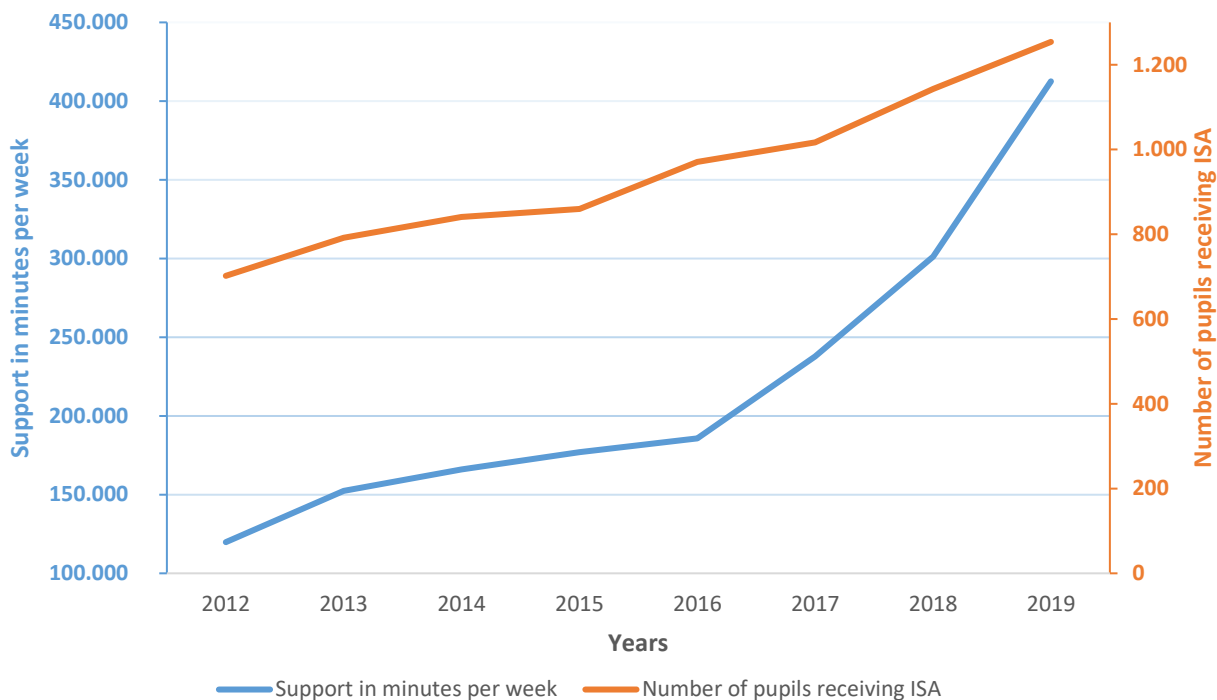
The total amount of ISA time per week in the ES amounted to 412 544 minutes per week (6 876 hours of ISA support per week across the ES system). In the previous school year, it was 301 140 minutes, meaning an increase of 37%. The amount of ISA does not distinguish between support given to groups or to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

Table 15: Development of ISA time and number of pupils receiving 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: Evolution 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 few years, during the last two year its proportion has been decreasing being now 47%. This decrease occurred in both the Nursery/Primary and especially in 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 went up from 10% to 22%.

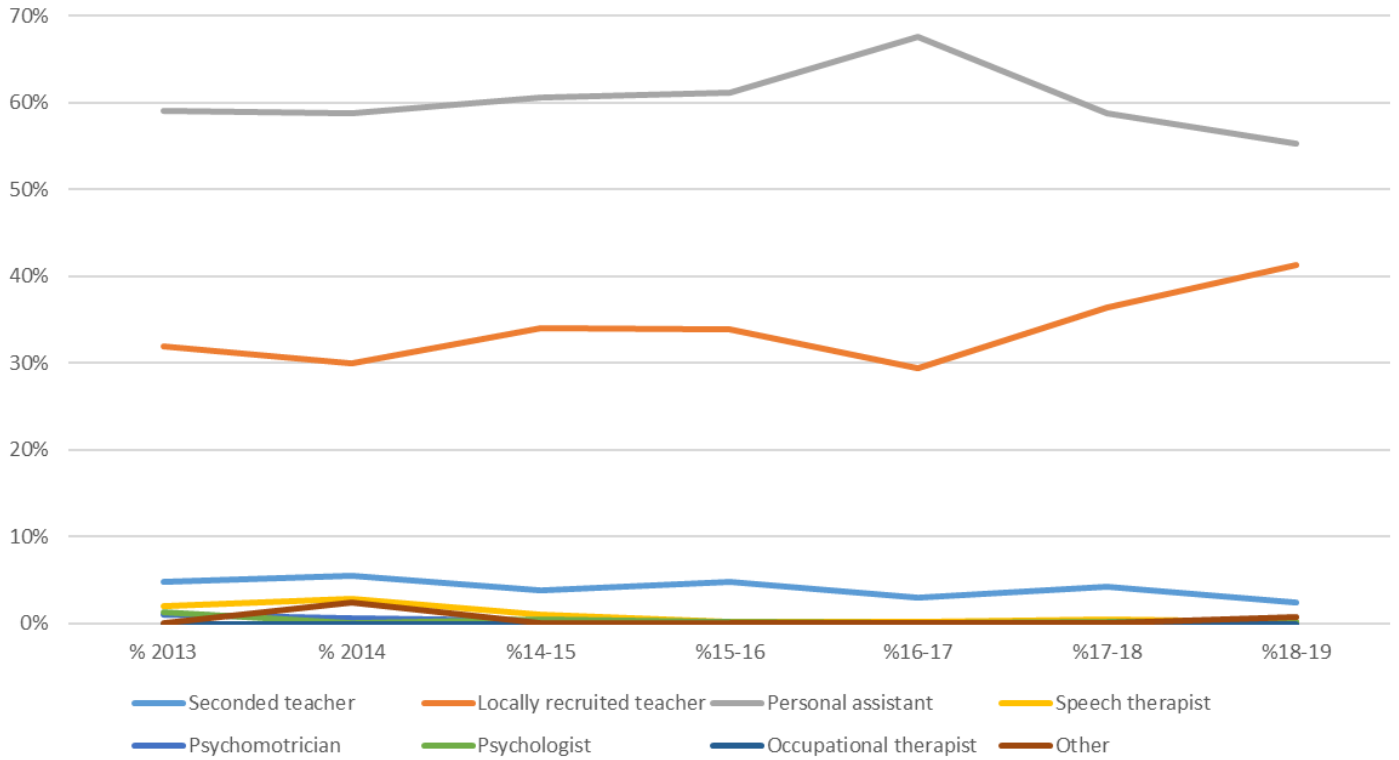
Table 16: Total amount of ISA time by cycle offered by different professions*

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%

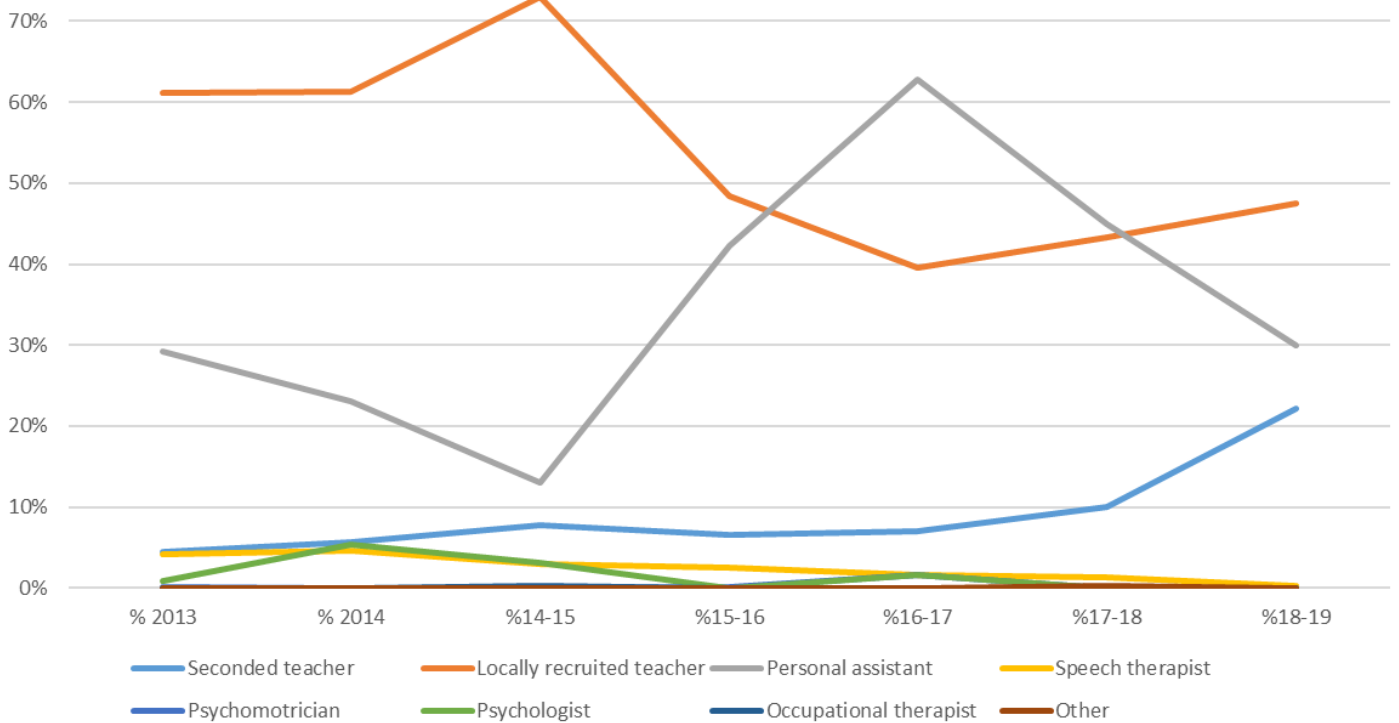
* The ES, Brussels I (Uccle) was not able to provide this information for the Nursery and Primary cycle.

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

Nursery and Primary



Secondary

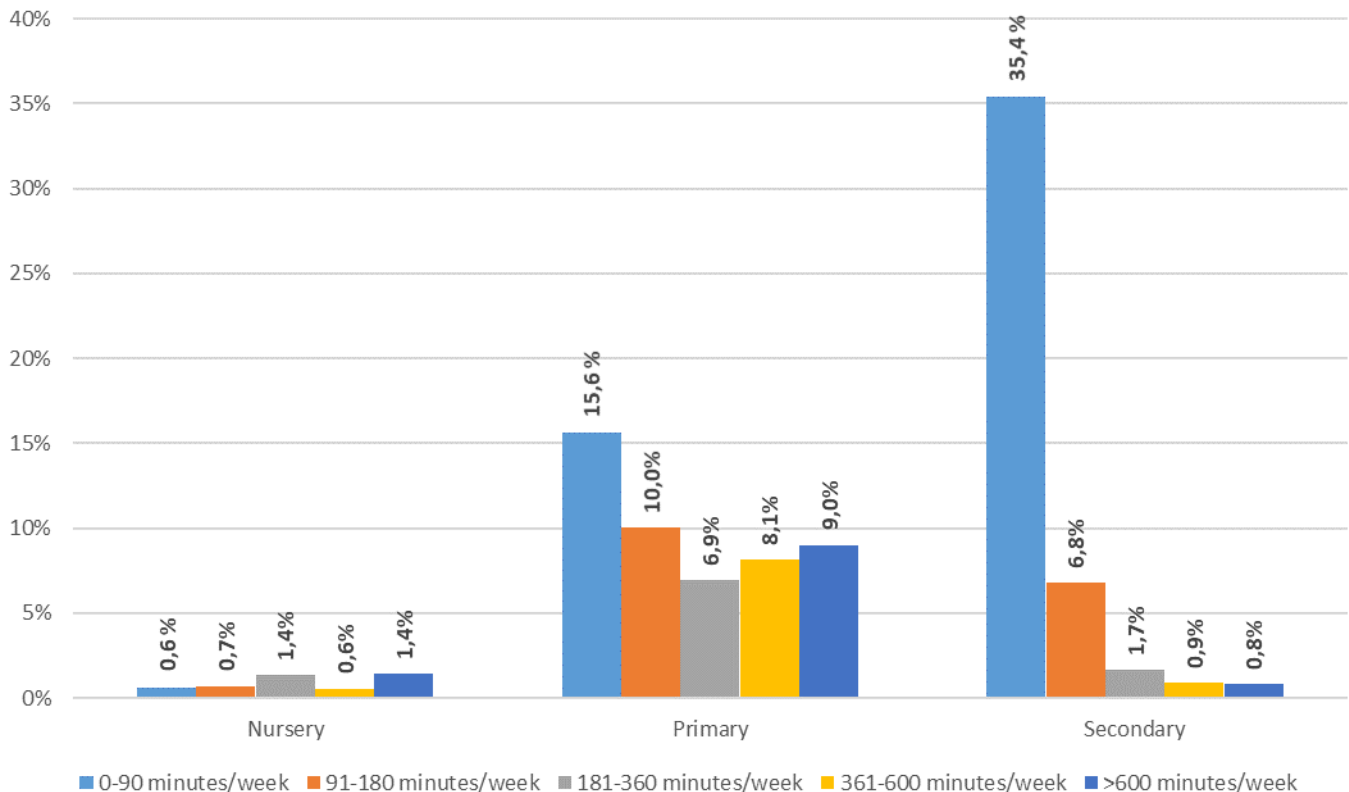


Most of the ISA provided (52%) was less than 90 minutes per week and 18% of ISA was in a category between 91 and 180 minutes per week. This was similar to the last five years. The amount of ISA ranging between 181 and 360 minutes per week was 10%, which is slightly less than in the previous year. The 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.

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 were providing Educational Support during the 2018-2019 school year.

- ✓ Two thirds of them work in the Secondary cycle 68% (N=654) and 32% (N=306) in 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 is more than 20%.
- ✓ The proportion of the locally recruited teacher is very high Brussels II, 81%. In six other schools proportion of the locally recruited teachers is more than 70% of all teachers providing educational support.
- ✓ At the ES Alicante and Bergen, the proportion of the locally recruited teachers has increased more than 20%, being now 74% in Alicante and 75% in Bergen.
- ✓ At the ES Varese, the proportion of locally recruited teachers has decreased more than 20%, being now 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 completed 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 were working in the area of Educational Support in the 2018-2019 school year, most of them (80%) in the Nursery and Primary. This is an increase of 27%.

- ✓ The highest number of assistants were working in Luxembourg I (41).
- ✓ More than 20 assistants were working in Brussels I, Brussels III, Brussels IV and in Luxembourg II.
- ✓ No support assistants were working in the secondary cycle of the ES Varese.
- ✓ More than half (51%) of the assistants had university education.
- ✓ Upper secondary education had 46% of the assistants.
- ✓ Vocational training had 19% of assistants.

Table 19: Educational support 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 recourced from the EdSup budget and that's why the schools 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
Luxemburg I	1	1	2	1 430	10	1	11	1 365
Luxemburg 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, overall

- ✓ 50 coordinators were working in Educational Support, 6 more than a year ago.
- ✓ The number of coordinators/ school vary from 2 to 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 qualifications and the 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 increasing steadily during the last six years, amounting this year 145. 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 comparing with the previous year's total budget.

Costs per pupil are calculated based on the budgets and closures of the accounts 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 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 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 €

All school 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 are shown in Table 23 below.

Table 23: Development of the cost per pupils 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 €
Bruxelles I	2 444.7 €	2 440.2 €	2 445.6 €
Bruxelles II	1 413.4 €	1 896.6 €	1 536.9 €
Bruxelles III	1 928.2 €	1 508.4 €	2 017.8 €
Bruxelles 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 €
München	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 fit a school year. As, at the time of writing this report, the 2019 Closing is not known yet, the calculation takes into account partially the 2019 Budget. For instance, for the 2018-2019 school year, 4 twelves coming from the 2018 Closing are added to 8 twelves coming from the 2019 Budget. Figures coming from budgets are provisional expenses. Therefore, 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 Closings showing actual costs.

Table 24: Development of costs per pupils (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 €
Bruxelles I	1.755,31 €	2.486,59 €	2.737,35 €
Bruxelles II	1.321,55 €	1.570,11 €	1.699,86 €
Bruxelles III	1.382,93 €	1.569,89 €	1.717,61 €
Bruxelles 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

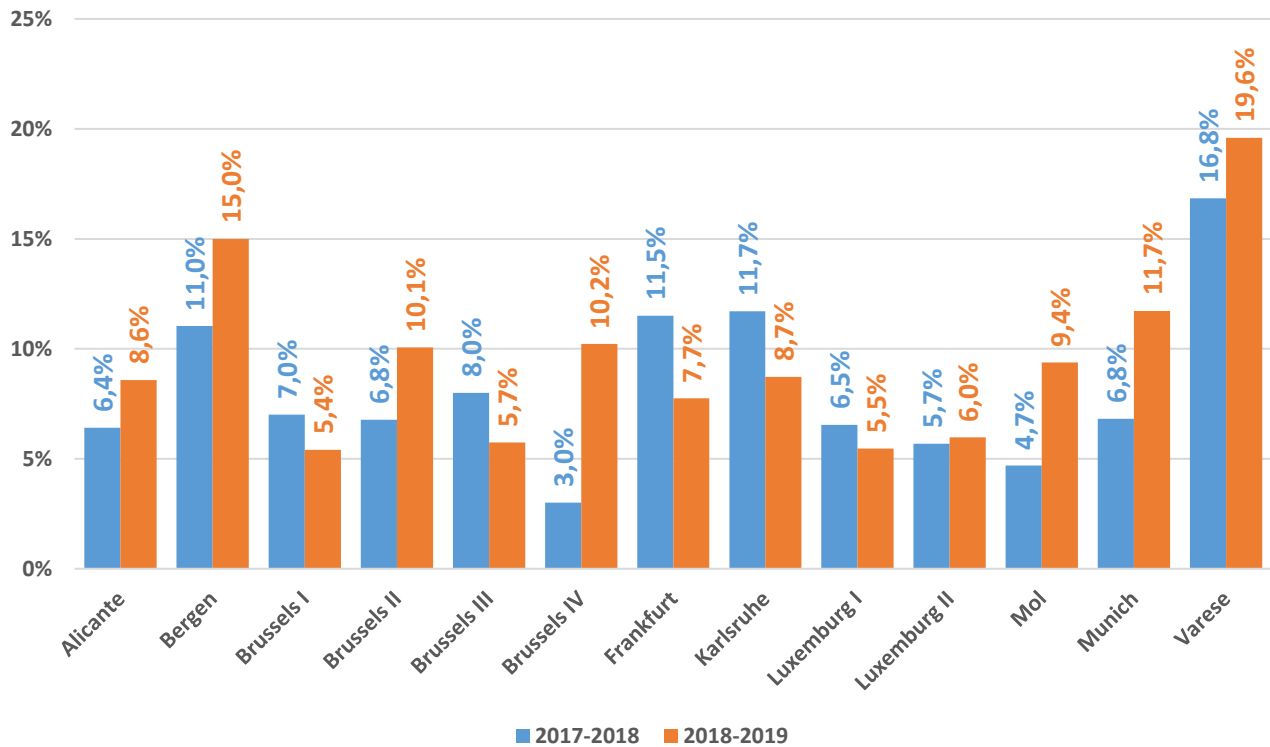
	2016		2017		2018		2019	
	2016 Budget	Implementation	2017 Budget	Implementation	2018 Budget	Implementation	2019 Budget	Implementation
Alicante	430.287	302.572	423.014	422.187	348.940	392.051	465.807	0
Remunerations relating to educational support	428.787	302.476	421.514	421.510	347.440	392.051	464.307	
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 the change of the coordinators. Two schools declared that they were not able to provide the data on the allocation of educational support to learning areas in the nursery/primary because of holistic way of provision of educational support.
- Even though a certain trend towards harmonisation has been identified, the share 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 stabled to 1% of pupils in the ES. It is most frequently used in Brussels III and in Munich (more than 2%). It is not used in the ES Luxembourg I. In general, ISB is mostly used for non SWALS pupils.
- Since the year 2015, the number of pupils receiving ISA has risen from 860 to 1 254 pupils, which represents a 46% increase within 4 years.
- The percentage of ISA agreements increased from 3.46% of the ES pupil population in August 2015 to 4.6% in August 2019.
- The most frequent diagnosis group is the group of developmental learning disorders (38%) followed by attentional, 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 the tripartite agreement is 192, which is 58 less than a year ago (250 agreements).
- The majority of pupils with ISA (89 %) were normally promoted.
- The number of terminated ISA agreements in the 2018-2019 school year was 172, which is 27% less in comparison with the previous school year (235). 42% of these pupils continued with other form of support or no longer needed Educational Support. In the previous school year it was more than 60%.
- While in the previous years the number of terminated ISA agreements and number of new ISA agreements were more or less balanced, in the year 2018/9 there was two times more new agreements than those which were terminated.
- When a pupil with an ISA agreement moved to a school better suited to his/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 only one case did the school declare itself unable any longer to meet the child's needs.
- In the year 2018-2019, in total 2 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; 69% have experience of teaching pupils with special educational needs 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 and 82% of them have experience in this area.
- 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 to that for the previous school year. However, there are large 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.

Annexe: Classification of diagnosis

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 - Dysorthographia - 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. Socialized conduct disorder, Oppositional defiant disorder, other Conduct disorders) - Combination of disorders mentioned above - Other
Chromosomal anomalies	<ul style="list-style-type: none"> - Trisomy of the autosomes (E.g. Trisomy 21) - Other chromosomal anomaly
Other disorder/disease	<ul style="list-style-type: none"> - Diabetes - Other (please fill in the diagnosis):