

NORWAY

Question	Data					Notes and sources used	
1. Number of compulsory school aged pupils (including those with SEN)	Public Sector		Private Sector		Total	Academic Year of Reference	Source: All statistical data is gathered from the official Compulsory School Statistics (GSI).
	599,965		15,918				
	Primary	Secondary	Primary	Secondary			
	414,271	185,694	9,781	6,137	615,883	2009/2010	
2. Number of compulsory school aged pupils who have SEN (in all educational settings)	Public Sector		Private Sector		Total	Academic Year of Reference	Source: GSI. This data covers all pupils recognised as having SEN – those with and without a decision. It is not possible to separate out the figures of those pupils with and without an official decision of SEN.
	47,246		1,556				
	Primary	Secondary	Primary	Secondary			
	27,984	19,262	777	779	48,802	2009/2010	
3. Pupils with SEN in segregated special schools *	Public Sector		Private Sector		Total	Academic Year of Reference	Source: GSI. The number of pupils with SEN in segregated settings is according to the GSI-data. * There is some uncertainty related to this data as all segregated settings may not be accounted for in official statistics.
	1,838		91				
	Primary	Secondary	Primary	Secondary			
	805	1,033	35	56	1,929 *	2009/2010	
4. Pupils with SEN in segregated special classes in mainstream schools	Public Sector		Private Sector		Total	Academic Year of Reference	Source: GSI. * GSI does not have data for the primary secondary breakdown for this question.
	5,055		266				
	Primary	Secondary	Primary	Secondary			
	-	-	-	-	5,321 *	2009/2010	
5. Pupils with SEN in fully inclusive settings	Public Sector		Private Sector		Total	Academic Year of Reference	Source: GSI. * GSI does not have data for the primary secondary breakdown for this question.
	40,353		1,199				
	Primary	Secondary	Primary	Secondary			
	-	-	-	-	41,552 *	2009/2010	
6. Compulsory age phase	Age 6–15 (10 years of schooling).						



7. Clarification of Public - Private sector education	<p>Private schools are regarded primarily as a supplement to local authority schools. Most private schools are run by religious denominations or by organisations representing specific views of life or alternative educational approaches. Some offer essential instruction that the local authority schools are unable to provide. Authorised private schools receive financial support from the State.</p> <p>Legal definition: Section 2-12 (Education Act). Private primary and lower secondary schools. The Ministry must approve private primary and lower secondary schools. Approval shall be granted when a school fulfils the requirements laid down in the Act relating to Primary and Secondary Education, especially when it comes to curriculum, assessment and the organisation of the pupils' learning environment. Persons who run private primary and lower secondary schools without such approval are liable to fines. In the case of foreign and international primary and lower secondary schools in Norway, the Ministry may grant exemptions from the requirements.</p>
8. Legal Definition of SEN	<p>Right to special education: pupils who either do not or are unable to benefit satisfactorily from mainstream tuition have the right to special education. In assessing what kind of tuition shall be provided, particular emphasis shall be placed on the pupil's developmental prospects. The content of the courses offered shall be such that the pupil receives adequate benefit from the tuition as a whole in relation to other pupils and in relation to educational objectives that are realistic for the pupil. Pupils who receive special education shall have the same total number of teaching hours as other pupils. Expert assessment: Before the municipality or the county authority takes a decision concerning special education or a decision concerning special educational assistance, an expert assessment shall be made of the pupil's specific needs. This assessment shall determine whether the pupil needs special education, and what kind of tuition should be provided. The expert assessment shall consider and determine the following – the pupil's benefit from mainstream tuition, learning difficulties the pupil has and other special conditions of importance to tuition, realistic educational objectives for the pupil, whether it is possible to provide help for the pupil's difficulties within mainstream educational provision and what kind of tuition it is appropriate to provide. The Ministry may issue further regulations concerning expert assessment. If the decision of the municipality or county authority differs from the expert assessment, it shall be explained in the grounds for the decision why the municipality or county authority is of the opinion that the tuition received by the pupil fulfils the pupil's rights.</p>