



2016 Dataset Cross-Country Report

Editors: Joacim Ramberg, András Lénárt and Amanda Watkins

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[www.european-agency.org](http://www.european-agency.org)

SECRETARIAT: Østre Stationsvej 33, DK-5000, Odense C, Denmark

Tel.: +45 64 41 00 20

[secretariat@european-agency.org](mailto:secretariat@european-agency.org)

BRUSSELS OFFICE: Rue Montoyer 21, BE-1000, Brussels, Belgium

Tel.: +32 2 213 62 80

[brussels.office@european-agency.org](mailto:brussels.office@european-agency.org)

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Introduction

The European Agency Statistics on Inclusive Education (EASIE) data collection work builds upon a series of activities by the European Agency for Special Needs and Inclusive Education (the Agency). The Agency first collected comparative quantitative data on the numbers of pupils identified as having special educational needs (SEN) in 17 Agency member countries in 1999. This work was an activity under the evaluation of the European Commission’s Socrates programme. The information collected in 1999 was reviewed and considered useful reference material for Agency country representatives. A decision was taken to regularly collect quantitative data on the numbers of pupils identified as having SEN and where they were educated. Such data has been collected by Agency member country representatives and published by the Agency every two years since 2002 (for more details, please refer to the [EASIE Methodology Report](https://www.european-agency.org/data/methodology-report) and the various [Special Needs Education Data publications](https://www.european-agency.org/resources/publications?theme%5B168%5D=168&type%5B255%5D=255) on the Agency website).

The EASIE data collection is a long-term, incremental Agency activity. The intention is that the work will focus on longer-term data collection in line with pupils’ rights and educational system quality and effectiveness issues, as outlined within the 1989 United Nations Convention on the Rights of the Child and the 2006 Convention on the Rights of Persons with Disabilities, as well as the European Union (EU) strategic objectives for Education and Training (ET 2020).

The EASIE data collection work has focused on developing procedures, indicators and outputs that provide individual country, comparative and aggregated data to inform country-level work relating to all pupils’ access to inclusive education.

The EASIE work represents a shift in the emphasis of Agency data collection. It moves away from a focus on pupils with an official decision of SEN and placement in separate segregated settings, towards a focus on **all** pupils in compulsory education and enrolment in inclusive settings. In addition, the EASIE data provides a wider range of indicators relating to access to inclusive education, including breakdowns by gender and International Standard Classification of Education (ISCED) levels 1 and 2.

For more details on the steps taken to develop the EASIE working procedures, please refer to the [EASIE Methodology Report](https://www.european-agency.org/data/methodology-report).

This is the second dataset collected via the EASIE activities and uses the raw data available on the [EASIE Data web area](https://www.european-agency.org/data). The first report, [*2014 Dataset Cross-Country Report*](https://www.european-agency.org/resources/publications/european-agency-statistics-inclusive-education-2014-dataset-cross-country), is available online.

The Cross-Country Report aims to present the agreed data from participating countries in a cross-country format that has the potential to directly inform the work of national- and European-level policy- and decision-makers working in the field of inclusive education. [[1]](#footnote-1)

The respective ministries of education in the participating countries nominate national experts who provide all the country data. The [experts’ details](https://www.european-agency.org/data/list-data-experts) are available online.

The report covers data from 30 participating countries: Belgium (Flemish community), Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland, United Kingdom (England), United Kingdom (Northern Ireland), United Kingdom (Scotland) and United Kingdom (Wales).

The 2016 EASIE dataset

The national-level educational data experts in the participating countries provided the country data in line with an agreed framework of quantitative and qualitative information collection questions. This data was then approved by Agency Representative Board members before being published on the EASIE Data web area.

Country data was collected and is presented in six data collection tables for each country:

1. Population and enrolment
2. Age samples of 9 and 15 years
3. Pupils with an official decision of SEN
4. Gender breakdown of pupils with an official decision of SEN
5. Age breakdown for ISCED level 1 of pupils with an official decision of SEN
6. Age breakdown for ISCED level 2 of pupils with an official decision of SEN.

The agreed focus for the EASIE data collection covers:

* the compulsory school age range population in ISCED levels 1 and 2 (the number of pupils in a given age range enrolled in schools);
* all sectors of compulsory education (state, independent and private);
* all possible educational placements (mainstream, special classes and units and special schools);
* non-formal education (provision maintained by non-education sectors, i.e. health or social services);
* out-of-school pupils (those not in any kind of educational provision).

All participating countries have very different policy and practice situations for inclusive education. In order for country data covering the areas outlined above to be comparable, two important operational definitions for data collection – identified and agreed upon with the national data collection experts – have been applied:

1. **An operational definition of an official decision of SEN** *–* an official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs. An official decision meets the following criteria:

* There has been an educational assessment procedure involving a multi-disciplinary team.
* The multi-disciplinary team includes members from within and external to the pupil’s school.
* There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning.
* The official decision is subject to a formal, regular review process.

All data collected relating to pupils with SEN is in line with this operational definition of an official decision of SEN.

1. **An operational definition of an inclusive setting** – an inclusive setting refers to education where the pupil with SEN follows education in mainstream classes alongside their mainstream peers for the largest part – 80% or more – of the school week.

This benchmark has been used in different forms in previous Agency projects and data collection work. 80% clearly indicates pupil placement for the majority of their school week in a mainstream setting. At the same time, it acknowledges possibilities for small group or one-to-one withdrawal for limited periods of time (i.e. 20% or one day a week).

Not all countries are able to provide exact data relating to the 80% time placement benchmark. Therefore, proxies have been identified, agreed upon and applied as needed (please refer to the specific [Country Background Information](https://www.european-agency.org/data/country-data-and-background-information) for more details).

The EASIE 2016 dataset cross-country analysis

This report focuses on the 2016 dataset. The data from participating countries is from the 2014/2015 school year and the dataset was processed from 2016 onwards.

The report presents data relating to 17 indicators that were identified and agreed upon with the national data experts. The indicators are based on three areas of country data:

1. Population and enrolment data taken from Table 1
2. Age sample data (9- and 15-year-olds) taken from Table 2
3. Data on pupils with an official decision of SEN taken from Table 3, including identification rates and distributions of educational placements taken from Table 3, along with gender and ISCED breakdowns of this data taken from Table 4.

The report is structured around these three areas, with descriptive texts and figures presenting all available country data for each indicator. The information available from the indicators provides insights into the following issues relating to inclusive education:

* Access to mainstream education – what proportion of pupils, including those with an official decision of SEN, go to a mainstream school?
* Access to inclusive education – what proportion of pupils, including those with an official decision of SEN, spend the majority of their time with their peers in mainstream classrooms?
* Gender issues – are there differences in the proportion of males and females with an official decision of SEN?
* ISCED issues – are there differences between ISCED 1 and ISCED 2 in the proportion of pupils with an official decision of SEN?

Information provided for each indicator

The following sections of this report present data from those countries that have agreed, reliable data. Countries with Missing and Not Applicable data (as presented in their respective [country data tables](https://www.european-agency.org/data/country-data-and-background-information)) are not listed. Therefore, the number of countries differs from table to table.

In the figures, the countries appear in alphabetical order. The total average is presented in the bottom bar, with the total number of countries included in parentheses. The total average has been calculated based on all the reliable country data available for that specific indicator. Therefore, the number of countries used to calculate total averages differs between figures. It should be noted that countries with large populations have a significant impact on the total averages as presented here.

All data has been calculated to the second decimal place.

For each indicator, there is accompanying text describing:

* + what the indicator is focusing on and what issues it can potentially inform;
  + how the indicator has been calculated. The questions used as the basis for calculations are numbered by table and question number, e.g. Q1.4 indicates Table 1, Question 4. The division slash (**/**) indicates ‘divided by’, the multiplication sign (**x**) indicates ‘multiplied by’ and the plus sign (**+**) indicates added to;
  + how many countries provided reliable data;
  + the range of data available and the total average;
  + information relating to any data outliers.

Where applicable, there is also descriptive text highlighting specific issues to be taken into account when considering the data.

Please note that this report does not attempt to interpret the data presented; rather, it aims to present the available data clearly and concisely in order to inform decision-making.

Gender and ISCED level breakdowns are also available for the indicators relating to data on pupils with an official decision of SEN taken from Table 3. These are presented as additional figures. These figures contain two values for each country: the first corresponding to Male or ISCED 1 and the second corresponding to Female or ISCED 2. Each country name only appears once, alongside the first value (i.e. Male or ISCED 1). The second value (i.e. Female or ISCED 2) for each county appears alone underneath the first value. The bars for the Male and ISCED 1 values are blue, while the bars for the Female and ISCED 2 values are yellow. All the figures have alternative text for accessibility purposes.

Within the 2016 dataset, there are two new breakdowns, namely: gender and ISCED level distributions relating to the placement of pupils with an official decision of SEN. This calculation was not made using the 2014 dataset. The main purpose of the new gender breakdown is to specify the distribution of male and female learners within possible indicators, i.e. to show the distribution between boys and girls for the indicator in question. For these new breakdowns, the calculation is related to the proportion of male or female learners with an official decision of SEN divided by the total number of learners with an official decision of SEN.

The new ISCED level breakdown provides information on the distribution within each ISCED level for possible indicators. The calculation is based on the total number of pupils within each ISCED level, instead of the total population. This means that these breakdowns provide information solely for ISCED 1 and ISCED 2, respectively.

It is important to stress that all figures should be considered in line with the original data and notes presented on the individual [country data pages](https://www.european-agency.org/data/country-data-and-background-information).

1. Population and Enrolment

There are two agreed indicators for this area, both based on the enrolled school population (i.e. the data presented for each country in relation to Q1.2).

The data presented focuses on:

* who is in formal education and who is not;
* who is educated in an inclusive setting and who is not.

The data collected provides information on:

* access to education;
* the placement of pupils in inclusive settings or otherwise.

The indicators focus on mainstream and inclusive education in the broadest sense. They are calculated based on data on all pupils eligible to be in education, not just those recognised as having SEN.

Indicator 1.1: the enrolment rate in mainstream education, based on the enrolled school population (%)

The data shows pupils who are or are not in mainstream education.

In most countries, enrolment in mainstream education implies placement in a mainstream class, or placement in a separate special class within a mainstream school. Those pupils who are not in mainstream settings are in fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school pupils.

This indicator has been calculated as follows: The number of pupils who are enrolled in mainstream formal educational settings with their non-disabled peers (Q1.4) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 29 countries.

Across the 29 countries, the enrolment rate in mainstream education ranges from 92.02% to 99.97%; the total average for the 29 countries is 98.64%.

Figure 1. Enrolment rate in mainstream education, based on the enrolled school population (%)

Indicator 1.2: the enrolment rate in inclusive education, based on the enrolled school population (%)

The data shows pupils who are or are not in inclusive education.

In most countries, enrolment in inclusive education implies placement in a mainstream class in line with the 80% time placement benchmark, or the various proxies for this benchmark.

Those pupils who are not in inclusive settings are in separate classes in mainstream schools, fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school pupils.

This indicator has been calculated as follows: The number of pupils who are enrolled and educated in mainstream classes with their non-disabled peers for at least 80% of the time (Q1.5) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 28 countries.

The inclusive enrolment rates range from 92.02% to 99.97%; the total average for the 28 countries is 98.19%.

The data available indicates that none of the participating countries has 100% enrolment in inclusive settings. All countries use some form of separate specialist provision (separate schools and units), as well as separate classes in mainstream schools.

Figure 2. Enrolment rate in inclusive education, based on the enrolled school population (%)

2. Age Samples

There are four agreed indicators for this area, all based on the enrolled school population of 9- and 15-year-olds. There are two indicators for each of the age samples.

The data focuses on age samples in line with the two indicators presented in the previous section – pupils aged 9 and 15 being educated in mainstream and inclusive settings.

The age sample indicators also focus on mainstream and inclusive education in the broadest sense. They are calculated based on data for all pupils aged 9 and 15 who are eligible to be in education.

The indicators focus on the populations of pupils of specific ages:

* + Age 9, as this age corresponds with the typical ISCED 1 age range for most countries
  + Age 15, as this age corresponds with the typical ISCED 2 age range for most countries, as well as corresponding with EU-level data collection on school drop-out rates.

The data provided within this table focuses on age-based samples. Within these samples, it explores:

* 9- and 15-year-olds who are in mainstream education or not;
* 9- and 15-year-olds who are in an inclusive setting or not.

The data collected provides age sample information on:

* + access to education;
  + the placement of pupils in inclusive settings or elsewhere.

The provision of age sample data has the potential to highlight issues emerging from the practice of pupils repeating school years. The sample age of 15 has the potential for cross-referencing with the Organisation for Economic Co-operation and Development’s (OECD) Programme for International Student Assessment (PISA) analyses, as well as data relating to the ET 2020 targets on school drop-out, etc.

Indicator 2.1: the age sample enrolment rate in mainstream education for 9-year-olds, based on the enrolled school population of 9-year-olds (%)

The data shows 9-year-old pupils who are or are not in mainstream education.

In most countries, enrolment in mainstream education implies placement in a mainstream class, or placement in a separate special class within a mainstream school. Those pupils who are not in mainstream settings are in fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school pupils.

This indicator has been calculated as follows: The number of 9-year-olds who are enrolled in mainstream education (Q2.4) / The number of 9-year-olds who are enrolled in all formal educational settings (Q2.2) x 100.

Data is available from 27 countries.

Across the 27 countries, the enrolment rate in mainstream education for 9-year-olds ranges from 93.79% to 99.98%; the total average for the 27 countries is 98.54%.

Figure 3. Age sample enrolment rate in mainstream education for 9-year-olds, based on the enrolled school population of 9-year-olds (%)

Indicator 2.2: the age sample enrolment rate in mainstream education for 15-year-olds, based on the enrolled school population of 15-year-olds (%)

The data shows 15-year-old pupils who are or are not in mainstream education.

In most countries, enrolment in mainstream education implies placement in a mainstream class, or placement in a separate special class within a mainstream school. Those pupils who are not in mainstream settings are in fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school pupils.

This indicator has been calculated as follows: The number of 15-year-olds who are enrolled in mainstream education (Q2.4) / The number of 15-year-olds who are enrolled in all formal educational settings (Q2.2) x 100.

Data is available from 26 countries.

Across the 26 countries, the enrolment rate in mainstream education for 15-year-olds ranges from 88.23% to 99.99%; the total average for the 26 countries is 97.07%.

Figure 4. Age sample enrolment rate in mainstream education for 15-year-olds, based on the enrolled school population of 15-year-olds (%)

Indicator 2.3: the age sample enrolment rate in inclusive education for 9-year-olds, based on the enrolled school population of 9-year-olds (%)

The data shows 9-year-old pupils who are or are not in inclusive education.

In most countries, enrolment in inclusive education implies placement in a mainstream class in line with the 80% time placement benchmark, or the various proxies for this benchmark.

Those 9-year-old pupils who are not in inclusive settings are in separate classes in mainstream schools, fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school pupils.

This indicator has been calculated as follows: The number of 9-year-olds who are enrolled and educated in mainstream classes with their non-disabled peers for at least 80% of the time (Q2.5) / The number of 9-year-olds who are enrolled in all formal educational settings (Q2.2) x 100.

Data is available from 22 countries.

The inclusive enrolment rates range from 93.79% to 99.98%; the total average for the 22 countries is 98.67%.

Figure 5. Age sample enrolment rate in inclusive education for 9-year-olds, based on the enrolled school population of 9-year-olds (%)

Indicator 2.4: the age sample enrolment rate in inclusive education for 15-year-olds, based on the enrolled school population of 15-year-olds (%)

The data shows 15-year-old pupils who are or are not in inclusive education.

In most countries, enrolment in inclusive education implies placement in a mainstream class in line with the 80% time placement benchmark, or the various proxies for this benchmark.

Those 15-year-old pupils who are not in inclusive settings are in separate classes in mainstream schools, fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school pupils.

This indicator has been calculated as follows: The number of 15-year-olds who are enrolled and educated in mainstream classes with their non-disabled peers for at least 80% of the time (Q2.5) / The number of 15-year-olds who are enrolled in all formal educational settings (Q2.2) x 100.

Data is available from 21 countries.

The inclusive enrolment rates range from 78.78% to 99.99%; the total average for the 21 countries is 98.45%.

Figure 6. Age sample enrolment rate in inclusive education for 15-year-olds, based on the enrolled school population of 15-year-olds (%)

3. Pupils with an Official Decision of SEN

There are three groups of indicators for this area, relating to:

1. Identification rates
2. Distribution of placements of pupils with an official decision of SEN, based on the enrolled school population
3. Distribution of placements of pupils with an official decision of SEN, based on the population of pupils with an official decision of SEN.

For each of these areas, gender and ISCED level breakdowns and distributions are presented in separate figures.

The data presented focuses on pupils with an official decision of SEN that is in line with the agreed operational definition of an official decision used in the EASIE data collection work.

3a. Identification rates

Indicator 3a.1: the percentage of pupils with an official decision of SEN, based on the enrolled school population (%)

The data focuses on pupils who are formally identified as having a special educational need and have an official decision of SEN in line with the EASIE operational definition.

This indicator has been calculated as follows: The number of pupils who have an official decision of SEN (Q3.1) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 30 countries.

The SEN identification rates range from 1.06% to 20.50%; the total average for the 30 countries is 4.44%.

For all countries, the operational definition of an official definition has been applied to the data collection. However, some countries can be identified as marked ‘outliers’, as they have different types of official definitions that correspond with the EASIE operational definition of an official decision of SEN, i.e. Iceland (16.33%), Lithuania (13.04%) and UK (Scotland) (20.50%). These outliers highlight the fact that countries have different forms of official decision-making, often relating to differing mechanisms for accessing additional resources to meet SEN.

Figure 7. Percentage of pupils with an official decision of SEN, based on the enrolled school population (%)

Gender breakdown of pupils with an official decision of SEN, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Males: The total number of male pupils with an official decision of SEN (Q4.1) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Females: The total number of female pupils with an official decision of SEN (Q4.1) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 26 countries.

The SEN identification rate for males ranges from 0.64% to 12.69%; the total average for the 26 countries is 2.99%.

The SEN identification rate for females ranges from 0.42% to 7.82%; the total average for the 26 countries is 1.45%.

Figure 8. Gender breakdown of pupils with an official decision of SEN, based on the enrolled school population (%)

Gender distribution of pupils with an official decision of SEN, based on the number of pupils who have an official decision of SEN (%)

The gender distributions have been calculated as follows:

Males: The total number of male pupils who have an official decision of SEN (Q4.1) / The total number of pupils who have an official decision of SEN (Q3.1) x 100.

Females: The total number of female pupils who have an official decision of SEN (Q4.1) / The total number of pupils who have an official decision of SEN (Q3.1) x 100.

Data is available from 26 countries.

The proportion of male pupils with an official decision of SEN ranges from 60.16% to 73.50%; the total average for the 26 countries is 67.35%.

The proportion of female pupils with an official decision of SEN ranges from 26.50% to 39.84%; the total average for the 26 countries is 32.65%.

Figure 9. Gender distribution of pupils with an official decision of SEN, based on the number of pupils who have an official decision of SEN (%)

ISCED breakdown of pupils with an official decision of SEN, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The total number of pupils in ISCED 1 who have an official decision of SEN (Q3.1) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The total number of pupils in ISCED 2 who have an official decision of SEN (Q3.1) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 30 countries.

The SEN identification rate in ISCED 1 ranges from 0.62% to 12.57%; the total average for the 30 countries is 2.37%.

The SEN identification rate in ISCED 2 ranges from 0.45% to 7.94%; the total average for the 30 countries is 2.07%.

Figure 10. ISCED breakdown of pupils with an official decision of SEN, based on the enrolled school population (%)

ISCED distribution of pupils with an official decision of SEN, based on the enrolled school population within ISCED 1 and ISCED 2 (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The total number of pupils in ISCED 1 who have an official decision of SEN (Q3.1) / The total number of pupils in ISCED 1 who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The total number of pupils in ISCED 2 who have an official decision of SEN (Q3.1) / The total number of pupils in ISCED 2 who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 30 countries.

The proportion of pupils within ISCED 1 with an official decision of SEN ranges from 0.90% to 19.45%; the total average for the 30 countries is 4.12%.

The proportion of pupils within ISCED 2 with an official decision of SEN ranges from 1.42% to 22.48%; the total average for the 30 countries is 4.86%.

Figure 11. ISCED distribution of pupils with an official decision of SEN, based on the enrolled school population within ISCED 1 and ISCED 2 (%)

3b. Distribution of placements of pupils with an official decision of SEN, based on the enrolled school population

The indicators presented in this section relate to the distribution of placements of pupils with an official decision of SEN in:

* Inclusive settings
* Separate special classes in mainstream schools
* Separate special schools
* Non-formal settings.

The data focuses on the population of pupils with an official decision of SEN in relation to the whole school population.

The data indicates where pupils with an official decision of SEN are placed for their education and provides information about the placement of pupils with recognised SEN in inclusive settings or elsewhere.

All data must be considered in line with the [Country Background Information](https://www.european-agency.org/data/country-data-and-background-information) relating to the official decision of SEN procedures in the country concerned.

Indicator 3b.1: the percentage of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in inclusive education in line with the 80% placement benchmark (or the most relevant proxy for this benchmark) in comparison to the whole enrolled school population.

This indicator has been calculated as follows: The number of pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 28 countries.

The inclusive education enrolment rates range from 0.12% to 19.05%; the total average for the 28 countries is 2.73%.

Figure 12. Percentage of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

Gender breakdown of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q4.2) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Females: The number of female pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q4.2) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 22 countries.

The inclusive education enrolment rates for males with an official decision of SEN range from 0.07% to 11.63%; the total average for the 22 countries is 1.92%.

The inclusive education enrolment rates for females with an official decision of SEN range from 0.05% to 7.42%; the total average for the 22 countries is 0.93%.

Figure 13. Gender breakdown of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

Gender distribution of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Males: The number of male pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q4.2) / The number of pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) x 100.

Females: The number of female pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q4.2) / The number of pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) x 100.

Data is available from 22 countries.

The proportion of male pupils with an official decision of SEN in inclusive settings ranges from 56.18% to 75.28%; the total average for the 22 countries is 67.33%.

The proportion of female pupils with an official decision of SEN in inclusive settings ranges from 24.72% to 43.82%; the total average for the 22 countries is 32.67%.

Figure 14. Gender distribution of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

ISCED breakdown of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 28 countries.

The inclusive education enrolment rates for pupils with an official decision of SEN in ISCED 1 range from 0.07% to 11.75%; the total average for the 28 countries is 1.54%.

The inclusive education enrolment rates for pupils with an official decision of SEN in ISCED 2 range from 0.05% to 7.30%; the total average for the 28 countries is 1.19%.

Figure 15. ISCED breakdown of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

ISCED distribution of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils in ISCED 1 who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils in ISCED 2 who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 28 countries.

The proportion of pupils within ISCED 1 with an official decision of SEN in inclusive settings ranges from 0.11% to 18.15%; the total average for the 28 countries is 2.69%.

The proportion of pupils within ISCED 2 with an official decision of SEN in inclusive settings ranges from 0.16% to 20.69%; the total average for the 28 countries is 2.78%.

Figure 16. ISCED distribution of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

Indicator 3b.2: the percentage of pupils with an official decision of SEN in special classes in mainstream schools, based on the enrolled school population (%)

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in separate special classes in mainstream schools, in line with the 80% placement benchmark for inclusive education (or the most relevant proxy for this benchmark), i.e. these pupils are enrolled in a mainstream school, but they spend the majority of their time away from their peers.

This indicator has been calculated as follows: The number of pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 24 countries.

The inclusive education enrolment rates range from 0.07% to 3.70%; the total average for the 24 countries is 0.53%.

Figure 17. Percentage of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

Gender breakdown of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Females: The number of female pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 19 countries.

The separate special class enrolment rates for males with an official decision of SEN range from 0.04% to 2.59%; the total average for the 19 countries is 0.43%.

The separate special class enrolment rates for females with an official decision of SEN range from 0.03% to 1.11%; the total average for the 19 countries is 0.23%.

Figure 18. Gender breakdown of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

Gender distribution of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Males: The number of male pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) / The number of pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) x 100.

Females: The number of female pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) / The number of pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) x 100.

Data is available from 19 countries.

The proportion of male pupils with an official decision of SEN in special classes ranges from 55.02% to 78.03%; the total average for the 19 countries is 65.21%.

The proportion of female pupils with an official decision of SEN in special classes ranges from 21.97% to 44.98%; the total average for the 19 countries is 34.79%.

**Figure 19. Gender distribution of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)**

ISCED breakdown of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 24 countries.

The separate special class enrolment rates for pupils with an official decision of SEN in ISCED 1 range from 0.04% to 2.36%; the total average for the 24 countries is 0.33%.

The separate special class enrolment rates for pupils with an official decision of SEN in ISCED 2 range from 0.03% to 1.34%; the total average for the 24 countries is 0.20%.

Figure 20. ISCED breakdown of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

ISCED distribution of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils in ISCED 1 who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils in ISCED 2 who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 24 countries.

The proportion of pupils within ISCED 1 with an official decision of SEN in special classes ranges from 0.06% to 3.51%; the total average for the 24 countries is 0.55%.

The proportion of pupils within ISCED 2 with an official decision of SEN in special classes ranges from 0.10% to 4.08%; the total average for the 24 countries is 0.49%.

Figure 21. ISCED distribution of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

Indicator 3b.3: the percentage of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in fully separate special schools.

This indicator has been calculated as follows: The number of pupils with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 30 countries.

The special school enrolment rates range from 0.03% to 7.98%; the total average for the 30 countries is 1.54%.

This data indicates that all countries that provide data on pupils with an official decision of SEN have some form of separate special schools.

Figure 22. Percentage of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

Gender breakdown of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Females: The number of female pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 26 countries.

The special school enrolment rates for males range from 0.02% to 5.08%; the total average for the 26 countries is 1.05%.

The special school enrolment rates for females range from 0.01% to 2.90%; the total average for the 26 countries is 0.52%.

Figure 23. Gender breakdown of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

Gender distribution of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Male: The number of male pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Female: The number of female pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Data is available from 26 countries.

The proportion of male pupils with an official decision of SEN in special schools ranges from 58.63% to 73.06%; the total average for the 26 countries is 66.78%.

The proportion of female pupils with an official decision of SEN in special schools ranges from 26.94% to 41.37%; the total average for the 26 countries is 33.22%.

Figure 24. Gender distribution of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

ISCED breakdown of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 30 countries.

The special school enrolment rates in ISCED 1 range from 0.02% to 4.64%; the total average for the 30 countries is 0.71%.

The special school enrolment rates in ISCED 2 range from 0.00% to 3.34%; the total average for the 30 countries is 0.83%.

Figure 25. ISCED breakdown of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

ISCED distribution of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils in ISCED 1 who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils in ISCED 2 who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 30 countries.

The proportion of pupils within ISCED 1 with an official decision of SEN in special schools ranges from 0.04% to 6.27%; the total average for the 30 countries is 1.24%.

The proportion of pupils within ISCED 2 with an official decision of SEN in special schools ranges from 0.01% to 12.88%; the total average for the 30 countries is 1.95%.

Figure 26. ISCED distribution of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

Indicator 3b.4: the percentage of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

This indicator has been calculated as follows: The number of pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data on non-formal education is only available for a limited number of countries, so data for this indicator is presented in tables rather than figures.

Table 1. Percentage of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Croatia | 0.49 |
| Ireland | 0.05 |
| UK (N. Ireland) | 0.05 |
| UK (Wales) | 0.09 |
| **Total average (4)** | **0.14** |

Data is available from four countries.

The non-formal education rates range from 0.05% to 0.49%; the total average for the four countries is 0.14%.

Gender breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q4.5) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Females: The number of female pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q4.5) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Gender data on non-formal education is only available for two countries, so the data is presented in Table 2.

Table 2. Gender breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Croatia | 0.32 | 0.17 |
| Ireland | 0.04 | 0.01 |
| **Total average (2)** | **0.13** | **0.06** |

Gender distribution of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Male: The number of male pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q4.5) / The number of pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) x 100.

Female: The number of female pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q4.5) / The number of pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) x 100.

Gender data on non-formal education is only available for two countries, so the data is presented in Table 3.

Table 3. Gender distribution of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Croatia | 64.93 | 35.07 |
| Ireland | 82.10 | 17.90 |
| **Total average (2)** | **68.35** | **31.65** |

ISCED breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Table 4 presents the data.

Table 4. ISCED breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Croatia | 0.20 | 0.29 |
| Ireland | 0.05 | 0.00 |
| UK (N. Ireland) | 0.00 | 0.04 |
| UK (Wales) | 0.01 | 0.08 |
| **Total average (4)** | **0.06** | **0.08** |

ISCED distribution of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population within ISCED 1 and ISCED 2 (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils in ISCED 1 who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils in ISCED 2 who are enrolled in all formal educational settings (Q1.2) x 100.

Table 5 presents the data.

Table 5. ISCED distribution of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population within ISCED 1 and ISCED 2 (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Croatia | 0.39 | 0.58 |
| Ireland | 0.07 | 0.01 |
| UK (N. Ireland) | 0.01 | 0.10 |
| UK (Wales) | 0.03 | 0.17 |
| **Total average (4)** | **0.10** | **0.21** |

Indicator 3b.5: the percentage of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in fully separate educational settings, i.e. special classes and special schools in line with the 80% placement benchmark (or the most relevant proxy for this benchmark).

This indicator has been calculated as follows: The number of pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 24 countries.

The fully separate enrolment rates for pupils with an official decision of SEN range from 0.55% to 5.88%; the total average for the 24 countries is 1.62%.

Figure 27. Percentage of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

Gender breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) + The number of male pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Females: The number of female pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) + The number of female pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 19 countries.

The fully separate placement enrolment rates for males with an official decision of SEN range from 0.34% to 3.53%; the total average for the 19 countries is 1.13%.

The fully separate placement enrolment rates for females with an official decision of SEN range from 0.21% to 2.51%; the total average for the 19 countries is 0.60%.

Figure 28. Gender breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

Gender distribution of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Male: The number of male pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) + The number of male pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Female: The number of female pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) + The number of female pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Data is available from 19 countries.

The proportion of male pupils with an official decision of SEN in fully separate educational settings ranges from 57.35% to 74.18%; the total average for the 19 countries is 65.43%.

The proportion of female pupils with an official decision of SEN in fully separate educational settings ranges from 25.82% to 42.65%; the total average for the 19 countries is 34.57%.

Figure 29. Gender distribution of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

ISCED breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 24 countries.

The fully separate placement enrolment rates of pupils with an official decision of SEN in ISCED 1 range from 0.21% to 2.80%; the total average for the 24 countries is 0.91%.

The fully separate placement enrolment rates of pupils with an official decision of SEN in ISCED 2 range from 0.25% to 3.45%; the total average for the 24 countries is 0.70%.

Figure 30. ISCED breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

ISCED distribution of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils in ISCED 1 who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils in ISCED 2 who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 24 countries.

The proportion of pupils within ISCED 1 with an official decision of SEN in fully separate educational settings ranges from 0.41% to 5.27%; the total average for the 24 countries is 1.51%.

The proportion of pupils within ISCED 2 with an official decision of SEN in fully separate educational settings ranges from 0.62% to 7.17%; the total average for the 24 countries is 1.78%.

Figure 31. ISCED distribution of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

3c. Distribution of placements, based on the population of pupils with an official decision of SEN

As with the indicators in section 3b, the indicators presented in this section relate to the distribution of placements of pupils with an official decision of SEN in:

* Inclusive settings
* Separate special classes in mainstream schools
* Separate special schools
* Non-formal settings.

However, the data focuses on the population of pupils with an official decision of SEN in different settings in relation to the whole school population of pupils with an official decision of SEN.

For each of these areas of indicators, gender and ISCED level breakdowns and distributions are presented in separate figures.

All data must be considered in line with the [Country Background Information](https://www.european-agency.org/data/country-data-and-background-information) relating to the official decision of SEN procedures in the country concerned.

Indicator 3c.1: the percentage of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in inclusive education in line with the 80% placement benchmark (or the most relevant proxy for this benchmark) in comparison to the whole population of pupils with an official decision of SEN.

This indicator has been calculated as follows: The number of pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Data is available from 28 countries.

The inclusive education enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, range from 4.98% to 99.21%; the total average for the 28 countries is 60.56%.

Figure 32. Percentage of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

Gender breakdown of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q4.2) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Females: The number of female pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q4.2) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Data is available from 22 countries.

The inclusive education enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, for males range from 3.55% to 69.49%; the total average for the 22 countries is 40.41%.

The inclusive education enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, for females range from 1.35% to 36.19%; the total average for the 22 countries is 19.61%.

Figure 33. Gender breakdown of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

Gender distribution of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Male: The number of male pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q4.2) / The number of pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) x 100.

Female: The number of female pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q4.2) / The number of pupils with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) x 100.

Data is available from 22 countries.

The proportion of male pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN, ranges from 56.18% to 75.28%; the total average for the 22 countries is 67.33%.

The proportion of female pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN, ranges from 24.72% to 43.82%; the total average for the 22 countries is 32.67%.

Figure 34. Gender distribution of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

ISCED breakdown of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Data is available from 28 countries.

The inclusive education enrolment rates for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN in ISCED 1, range from 3.42% to 66.99%; the total average for the 28 countries is 34.14%.

The inclusive education enrolment rates for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN in ISCED 2, range from 1.56% to 55.29%; the total average for the 28 countries is 26.42%.

Figure 35. ISCED breakdown of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

ISCED distribution of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils in ISCED 1 who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils in ISCED 2 who have an official decision of SEN (Q3.1) x 100.

Data is available from 28 countries.

The proportion of pupils within ISCED 1 with an official decision of SEN in inclusive education ranges from 6.14% to 98.78%; the total average for the 28 countries is 63.62%.

The proportion of pupils within ISCED 2 with an official decision of SEN in inclusive education ranges from 3.52% to 99.77%; the total average for the 28 countries is 57.01%.

Figure 36. ISCED distribution of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

Indicator 3c.2: the percentage of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in fully separate special classes in line with the 80% placement benchmark (or the most relevant proxy for this benchmark) in relation to the whole population of pupils with an official decision of SEN.

This indicator has been calculated as follows: The number of pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Data is available from 24 countries.

The enrolment rates in special classes for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, range from 2.15% to 55.34%; the total average for the 24 countries is 11.91%.

Figure 37. Percentage of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

Gender breakdown of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Females: The number of female pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Data is available from 19 countries.

The special class enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, for males range from 1.31% to 40.08%; the total average for the 19 countries is 8.85%.

The special class enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, for females range from 0.61% to 18.91%; the total average for the 19 countries is 4.72%.

Figure 38. Gender breakdown of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

Gender distribution of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Male: The number of male pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) / The number of pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) x 100.

Female: The number of female pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) / The number of pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) x 100.

Data is available from 19 countries.

The proportion of male pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN, ranges from 55.02% to 78.03%; the total average for the 19 countries is 65.21%.

The proportion of female pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN, ranges from 21.97% to 44.98%; the total average for the 19 countries is 34.79%.

Figure 39. Gender distribution of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

ISCED breakdown of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Data is available from 24 countries.

The special class enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN in ISCED 1, range from 1.04% to 32.43%; the total average for the 24 countries is 7.48%.

The special class enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN in ISCED 2, range from 0.71% to 24.15%; the total average for the 24 countries is 4.43%.

Figure 40. ISCED breakdown of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

ISCED distribution of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils in ISCED 1 who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils in ISCED 2 who have an official decision of SEN (Q3.1) x 100.

Data is available from 24 countries.

The proportion of pupils within ISCED 1 with an official decision of SEN in special classes ranges from 1.88% to 56.06%; the total average for the 24 countries is 13.11%.

The proportion of pupils within ISCED 2 with an official decision of SEN in special classes ranges from 1.84% to 54.44%; the total average for the 24 countries is 10.31%.

Figure 41. ISCED distribution of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

Indicator 3c.3: the percentage of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in fully separate special schools in line with the 80% placement benchmark (or the most relevant proxy for this benchmark) in relation to the whole population of pupils with an official decision of SEN.

This indicator has been calculated as follows: The number of pupils with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Data is available from 30 countries.

The enrolment rates in special schools for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, range from 0.79% to 100.00%; the total average for the 30 countries is 34.76%.

Figure 42. Percentage of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

Gender breakdown of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Females: The number of female pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Data is available from 26 countries.

The enrolment rates in special schools for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, for males range from 0.55% to 72.83%; the total average for the 26 countries is 23.81%.

The enrolment rates in special schools for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, for females range from 0.24% to 34.70%; the total average for the 26 countries is 11.85%.

Figure 43. Gender breakdown of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

Gender distribution of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Male: The number of male pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Female: The number of female pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Data is available from 26 countries.

The proportion of male pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN, ranges from 58.63% to 73.06%; the total average for the 26 countries is 66.78%.

The proportion of female pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN, ranges from 26.94% to 41.37%; the total average for the 26 countries is 33.22%.

Figure 44. Gender distribution of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

ISCED breakdown of pupils with an official decision of SEN in special schools,based on the population of pupils with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Data is available from 30 countries.

The enrolment rates in special schools for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN in ISCED 1, range from 0.35% to 51.10%; the total average for the 30 countries is 16.04%.

The enrolment rates in special schools for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN in ISCED 2, range from 0.10% to 58.31%; the total average for the 30 countries is 18.72%.

Figure 45. ISCED breakdown of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

ISCED distribution of pupils with an official decision of SEN in special schools,based on the population of pupils with an official decision of SEN (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils in ISCED 1 who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils in ISCED 2 who have an official decision of SEN (Q3.1) x 100.

Data is available from 30 countries.

The proportion of pupils within ISCED 1 with an official decision of SEN in special schools ranges from 0.55% to 100.00%; the total average for the 30 countries is 30.07%.

The proportion of pupils within ISCED 2 with an official decision of SEN in special schools ranges from 0.23% to 100.00%; the total average for the 30 countries is 40.12%.

Figure 46. ISCED distribution of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

Indicator 3c.4: the percentage of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

This indicator has been calculated as follows: The number of pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Data on non-formal education is only available for a limited number of countries, so data for this indicator is presented in tables rather than figures.

Table 6. Percentage of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Croatia | 7.93 |
| Ireland | 0.88 |
| UK (N. Ireland) | 0.90 |
| UK (Wales) | 3.14 |
| **Total average (4)** | **2.72** |

Data is available from four countries.

The non-formal education rates**,** based on the population of pupils with an official decision of SEN, range from 0.88% to 7.93%; the total average for the four countries is 2.72%.

Gender breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q4.5) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Females: The number of female pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q4.5) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Gender data on non-formal education is only available for two countries, so the data is presented in Table 7.

Table 7. Gender breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Croatia | 5.15 | 2.78 |
| Ireland | 0.72 | 0.16 |
| **Total average (2)** | **2.09** | **0.97** |

Gender distribution of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Male: The number of male pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q4.5) / The number of pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) x 100.

Female: The number of female pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q4.5) / The number of pupils with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) x 100.

Gender data on non-formal education is only available for two countries, so the data is presented in Table 8.

Table 8. Gender distribution of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Croatia | 64.93 | 35.07 |
| Ireland | 82.10 | 17.90 |
| **Total average (2)** | **68.35** | **31.65** |

ISCED breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Table 9 presents the data.

Table 9. ISCED breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Croatia | 3.21 | 4.72 |
| Ireland | 0.86 | 0.02 |
| UK (N. Ireland) | 0.08 | 0.83 |
| UK (Wales) | 0.51 | 2.63 |
| **Total average (4)** | **1.21** | **1.51** |

ISCED distribution of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils in ISCED 1 who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils in ISCED 2 who have an official decision of SEN (Q3.1) x 100.

Table 10 presents the data.

Table 10. ISCED distribution of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN within ISCED 1 and ISCED 2 (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Croatia | 9.33 | 7.20 |
| Ireland | 1.06 | 0.12 |
| UK (N. Ireland) | 0.15 | 1.64 |
| UK (Wales) | 1.22 | 4.52 |
| **Total average (4)** | **1.99** | **3.85** |

Indicator 3c.5: the percentage of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in fully separate settings education, i.e. special classes and special schools in line with the 80% placement benchmark (or the most relevant proxy for this benchmark) in relation to the whole population of pupils with an official decision of SEN.

This indicator has been calculated as follows: The number of pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Data is available from 24 countries.

The enrolment rates in fully separate settings for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, range from 7.10% to 100%; the total average for the 24 countries is 36.56%.

Switzerland, with data of 100% for this indicator, should be viewed as an outlier, as data on pupils with an official decision of SEN is only available for special classes and special schools and not any form of inclusive placement.

Figure 47. Percentage of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

Gender breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) + The number of male pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Females: The number of female pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) + The number of female pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Data is available from 19 countries.

The fully separate placement enrolment rates, based on the whole population of pupils with an official decision of SEN, for males range from 5.17% to 68.76%; the total average for the 19 countries is 23.55%.

The fully separate placement enrolment rates, based on the whole population of pupils with an official decision of SEN, for females range from 1.93% to 35.43%; the total average for the 19 countries is 12.44%.

Figure 48. Gender breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

Gender distribution of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Male: The number of male pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) + The number of male pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Female: The number of female pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q4.3) + The number of female pupils with an official decision of SEN who are educated in separate special schools (Q4.4) / The number of pupils with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Data is available from 19 countries.

The proportion of male pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN, ranges from 57.35% to 74.18%; the total average for the 19 countries is 65.43%.

The proportion of female pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN, ranges from 25.82% to 42.65%; the total average for the 19 countries is 34.57%.

Figure 49. Gender distribution of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

ISCED breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils who have an official decision of SEN (Q3.1) x 100.

Data is available from 24 countries.

The fully separate placement enrolment rates, based on the whole population of pupils with an official decision of SEN in ISCED 1, range from 3.38% to 58.53%; the total average for the 24 countries is 20.63%.

The fully separate placement enrolment rates, based on the whole population of pupils with an official decision of SEN in ISCED 2, range from 3.09% to 42.79%; the total average for the 24 countries is 15.93%.

Figure 50. ISCED breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

ISCED distribution of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils in ISCED 1 who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of pupils in ISCED 2 who have an official decision of SEN (Q3.1) x 100.

Data is available from 24 countries.

The proportion of pupils within ISCED 1 with an official decision of SEN in fully separate educational settings ranges from 6.47% to 100.00%; the total average for the 24 countries is 36.16%.

The proportion of pupils within ISCED 2 with an official decision of SEN in fully separate educational settings ranges from 7.99% to 100.00%; the total average for the 24 countries is 37.09%.

Figure 51. ISCED distribution of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

1. Italy is included in the 2016 report, but was not in the 2014 report. Belgium (French community) was included in the 2014 report, but is not in the 2016 report. [↑](#footnote-ref-1)