### Basic information of Compulsory basic education

<table>
<thead>
<tr>
<th>Vrsta/type / šolsko leto/school year</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Osnovne šole/primary schools</td>
<td>447</td>
<td>448</td>
<td>448</td>
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<td>Osnovne šole z oddelki p.p./ primary schools with special classes</td>
<td>21</td>
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<td>Podružnične šole/affiliated schools</td>
<td>334</td>
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<td>Zasebne osnovne šole/private primary schools</td>
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<td>Osnovne šole s p.p./special schools</td>
<td>28</td>
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<td>Javne glasbene šole/music schools</td>
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<td>Zasebne glasbene šole/privat music schools</td>
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<td>11</td>
<td>12</td>
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<tr>
<td>Zavodi za otroke s posebnimi potrebami Institutions for children with special needs</td>
<td>16</td>
<td>16</td>
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</tr>
</tbody>
</table>
Povprečna slovenska javna osnovna šola
Average slovenian public primary school

0,69 kom. odd. class comb.
10,6 oddelka class
19,6 uč. v oddelku pupil in class
10,6 m² na učenca on pupil
204 učenci pupils
2,5 km
Basic information of Compulsory basic education

- In kindergartners in year 2010 - 93% children, aged 4 or more years
- The nine-year basic education is divided into 3 three-year cycles (start with 6 years old children)
- Dropout in Slovenia is 5%. (goal EU 2020 is 10%)
- In 2002, 67% of population had at least upper secondary education in 2010 already 90% (4.th place in EU).
- In recent years, 6% of GDP have been spent on education (2011).
Legislative framework of education of children and youth with special needs

- Children with Special Needs Act (2013)
- Organisation and Financing of Education Act,
- Pre-school Institutions Act,
- Elementary School Act,
- Vocational and Technical Education Act,
- GimnasiumAct,
- Order on Norms and Standards for Education of Children with Special Needs....
Children with special needs

- Pupils with intellectual disabilities
- Pupils with sight impairments
- Pupils with hearing impairments,
- Pupils with speech and language disorders
- Pupils with physical disabilities,
- Pupils with deficits in specific areas of learning—mainstream elementary schools (various forms of individual and group help)
- Pupils with chronic diseases - during hospitalisation attend elementary school in hospital
- Pupils with personal and behavioural disturbances,
- Pupils with autism spectrum
Programs for children with special needs

• programme for preschool children with special needs and the implementation of additional professional help (kindergartens),
• adapted programme for preschool children (kindergartens)
• educational programme with adapted implementation and additional professional support (elementary schools, secondary schools)
• customized educational programme with equivalent educational standard (primary schools, secondary schools, institutions for the hearing impaired, visually impaired and movement-impaired persons)
• customized educational programme with lower educational standards (special schools)
• a special educational programme for children with moderate, severe and profound intellectual disabilities and other special programs (special schools),
• educational programme (educational institutions)
Basic information about Slovenian education system for children with SEN

- **multi-track approach** (we offer a variety of services between the two systems (mainstream and special needs education systems))
- Stevilo ur mobilne pomoči:
- **lump-sum model – financing SEN education**
  
  The education system in Slovenia is almost fully financed from the state budget; a small share of the finance is also contributed by local authorities.

- **direct-input-funding model of special schools**
- **Centralised financing – directly from by central government (programs, pays)**
- **Muncialities financing (electricity, heating….)**
The proportion of children with special needs of all primary school pupils by type of educational institution, Slovenia

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Schools</th>
<th>Special Schools</th>
<th>Other Type of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/06</td>
<td>3.3</td>
<td>1.7</td>
<td>1</td>
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<tr>
<td>2006/07</td>
<td>3.9</td>
<td>1.7</td>
<td>1.1</td>
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<tr>
<td>2007/08</td>
<td>4.0</td>
<td>1.8</td>
<td>1.2</td>
</tr>
<tr>
<td>2008/09</td>
<td>4.8</td>
<td>1.8</td>
<td>1.3</td>
</tr>
<tr>
<td>2009/10</td>
<td>5.2</td>
<td>1.9</td>
<td>1.4</td>
</tr>
<tr>
<td>2010/11</td>
<td>5.6</td>
<td>1.9</td>
<td>1.5</td>
</tr>
<tr>
<td>2011/12</td>
<td>6.2</td>
<td>2.0</td>
<td>1.6</td>
</tr>
</tbody>
</table>

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Institutions carrying out professional tasks (ZUOPP-1, article 20)

Professional tasks provide the following:

Ensuring the development of the professional work with children with special needs (development of applied work strategies, the development of instruments and professional basis, methodological apparatus for preparing individualized programme evaluations, etc.)

Implementation of counseling services (assistance in making individualized programs, evaluation, counseling of parents, teachers, children, supervision, technical assistance for pre-school children, vocational guidance),

Organization and implementation of additional expert assistance in other educational institutions (mobile service)

Organizing seminars for parents,
Parent Council

Administration

School Council
- 11 members:
  - three - lokal members
  - three - parents
  - three - teachers

Headmaster

Headmaster Assistant

Placement Commissions
- Permanent Members:
  - Special educator
  - Psychologist
  - Paediatrician
- Collaborative Members:
  - Teachers
  - Social worker

Counsel Service
- Social worker

Expert Co-workers

Mobile Service
- Special educators

Mainstream Schools
- Adopted programs for pupils with learning difficulties, physical disabilities, sight impairments, hearing impairments

Ministry of Education

Financing programmes, pays

Municipalities

Financing maintenance, equipment

Secretary

Accountant

Support Persons
- Schoolkeeper
- Cook
- Cleaners

Leaders of Working Groups

Developmental Team

Modified elementary school education programme
- Mild intellectual disabilities
- Special educational programme
- Moderate to profound intellectual disabilities

Class teachers - Special Educators

SUPPORT PERSONS

PLACEMENT COMMISSIONS

COLLABORATIVE MEMBERS:
- Teachers
- Social worker

CLASS QUALITY

CLASS QUALITY

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