

# **EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION**

**Cyprus 2014/2015 data background information**

**European Agency for Special Needs and Inclusive Education**



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## BACKGROUND INFORMATION

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### How the official decision of special educational needs (SEN) used in the country relates to the agreed EASIE operational definition

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*An official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs.*

#### **Pupils' legal entitlements under what legislation**

According to the Education and Training of Children with Special Needs Laws 1999–2014, pupils are considered to have special needs and are eligible for additional support if they have a serious learning, special learning, functioning or adjustment difficulty, caused by physical, intellectual, psychological or other disabilities and having need of special education and training. A child has learning, special learning, functioning or adjustment difficulties if:

- they have seriously greater difficulties compared to the majority of children of the same age, or
- they have a disability which excludes or hinders them from accessing the educational means that schools generally provide for children of the same age.

#### **How additional support is understood within the country context**

Additional support involves one or more of the following:

- Extra teaching hours by classroom teachers (in secondary and primary education)
- Extra teaching hours by a special education teacher and/or speech therapist (in kindergarten, primary schools and special schools), or physiotherapist and/or occupational therapist and/or music therapist (in special schools)
- Classroom/exam accommodation (modified teaching material, curriculum adaptation, alternative or modified assignments, extended time for tests and assignments, etc.)
- Provision of technical equipment, as well as assistive technology for making the curriculum accessible
- Assignment of an SEN co-ordinator to monitor the individual education plan
- Provision of care assistants
- Provision of transport for pupils who do not attend their neighbouring schools or who attend special schools.



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## **The criteria for an official decision are**

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### **There has been an educational assessment procedure involving a multi-disciplinary team**

In order to get an official decision, a child needs to be referred to the District Committees of Special Needs Education. The committees appoint multi-disciplinary teams to assess the child in order to decide whether they are eligible for support.

### **The multi-disciplinary team includes members from within and external to the pupil's school**

Depending on the child's individual case, multi-disciplinary teams may comprise classroom teachers, special education teachers, speech therapists, educational or clinical psychologists, doctors, neurologists, physiotherapists, occupational therapists and any other professional needed. The multi-disciplinary teams may include members from within or 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**

District Committees' official decisions – which are considered to be legal documents – state the type of support a child requires, as well as the educational placement that is most suitable for their needs.

This decision is taken into consideration in order to assign specialists as well as special education co-ordinators in mainstream or special schools and to provide any other additional support.

### **The official decision is subject to a formal, regular review process**

According to the aforementioned law, children are reassessed every two years, or earlier if needed.

## **Proxy indicator(s) for the 80% benchmark used for the country's data collection**

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*Placement in a mainstream class implies over 80% or more with non-disabled peers.*

## **Detailed description of what is meant by 'out of formal education' within the country's data collection**

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The 2011 International Standard Classification of Education (ISCED) defines Formal Education as follows:

*[...] education that is institutionalised, intentional and planned through public organizations and recognised private bodies and, – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national*



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*educational authorities. Formal education consists mostly of initial education [...] Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system. Qualifications from formal education are by definition recognised and, therefore, are within the scope of ISCED. Institutionalised education occurs when an organization provides structured educational arrangements, such as student-teacher relationships and/or interactions, that are specially designed for education and learning (United Nations Educational, Scientific and Cultural Organization and UNESCO Institute for Statistics, 2011, *International Standard Classification of Education ISCED 2011*, p. 11).*

### **Information on pupils considered out of education (i.e. those not in formal education as per the ISCED definition)**

Children not in formal education are considered out of education. It is not possible to provide this kind of data.

### **Country definitions of formal, non-formal and informal education**

Formal education is defined as above. Home-educated pupils are considered to be in formal education.

## **Provision of data on private sector education**

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The data collection covers all sectors of education, including numbers for the pupil population in the private sector.

The tables on 'Population and enrolment' and 'Age sample' include data on the public and private sectors. Data on SEN in the private sector is not available.

### **Private sector education in the country**

The private sector refers to private schools that are established by the approval of the Minister of Education and Culture and operate under specific legislation.

### **Pupil population counted for each relevant question**

Please refer to the notes next to each question in the data tables.

## **Pupil age ranges**

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Usual pupil age ranges in the country at ISCED level 1: 6 to 11

Usual pupil age ranges in the country at ISCED level 2: 12 to 15