

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

**Netherlands 2014/2015 data
background information**



BACKGROUND INFORMATION

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

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

Pupils are entitled to follow education that supports their learning needs ('education that fits'). For pupils with more severe learning needs, a so-called declaration of admissibility (in Dutch: *toelaatbaarheidsverklaring*) gives them access to special schools. They can also attend mainstream schools, in which case the regional schoolboard consortium will provide the arrangement for support. Pupils who need regular support can attend a mainstream school, where teaching will be adapted to their SEN.

How additional support is understood within the country context

Severe additional support: support for pupils who have a disability, chronic illness or serious behavioural problems.

Regular support: support for pupils with dyslexia or dyscalculia, preventing and tackling behavioural problems and extra supervision for pupils with below- or above-average intelligence.

The criteria for an official decision are

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

Since 2014, the regional schoolboard consortia have their own educational assessment procedures (instead of a nationwide procedure).

The outcomes of the assessment procedure can lead to a declaration of admissibility to special education. This decision is made by a multi-disciplinary team.

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

The law requires that two experts be involved in the assessment procedure. One of the experts must be a special education generalist or a psychologist, while the school or the regional schoolboard consortium chooses the other expert.



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 assessment procedure provides an individual development plan, which describes the educational objectives for that pupil. It indicates the level the pupil can achieve and the support that they will need to achieve it.

The school discusses with parents the form the development plan is to take.

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

The declaration of admissibility is valid for at least a year. The regional schoolboard consortium sets the criteria for duration and review of the declaration.

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

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

Details on what the country proxy is

There is no proxy available. All pupils are in mainstream settings, except for the pupils who are in special education settings. There are pupils with SEN in mainstream settings, but they are not registered nationwide.

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

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 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)

Pupils out of education are pupils who are educated at home or who receive Dutch education in a foreign country. There are also pupils who cannot go to school (temporarily) because of their medical or psychological condition.

Country definitions of formal, non-formal and informal education

Formal education: all publicly-funded schools (including special schools), recognised private schools and schools linked with organisations in the health, social and justice sectors.

Non-formal and informal education: all types of education other than those mentioned above, such as, for example, home schooling.

Provision of data on private sector education

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

Private sector education in the country

Private schools may be based on a particular denomination, such as Catholicism, Protestantism, Judaism, Islam, Hinduism or Anthroposophy, or an educational model, such as Montessori, Dalton, Freinet or Jenaplan. Public and private may also be based on combinations of denominational and educational ideas (e.g. Catholic Montessori school or public Dalton school). Although most private schools are funded by the government, a few are privately funded.

Pupil population counted for each relevant question

Exact data is not available, because the private, non-government-funded sector is not obliged to record data on pupils. Therefore, an estimate of pupils in privately-funded schools is included.

Specific issues with providing data on private education and how these have been overcome in the data collection

The number of pupils in private, non-government-funded primary education (ISCED 1) is marginal (0.3%). In general secondary education (ISCED 2/3), a small number of pupils are enrolled in non-government-funded, private education (3.4%) (Ministry of Education, Culture and Science, 2016. *Key Figures Education*).

Pupil age ranges

Usual pupil age ranges in the country at ISCED level 1: 6 to 12

Usual pupil age ranges in the country at ISCED level 2: 12 to 16