

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

**Portugal 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 have the right to additional support in mainstream schools, the right to choose the school they see fit, and the right to attend school with their non-disabled peers.

How additional support is understood within the country context

Some of the main measures include:

- Support to access the national curriculum:
 - personalised educational support
 - curricular adaptations
 - assessment accommodations
 - assistive technology
 - learning materials in accessible formats
- Other curricula – highly individualised curricula
- Support from specialised units in mainstream schools (for pupils with very complex SEN).

The criteria for an official decision are

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

Assessment is based on the International Classification of Functioning, Disability, and Health for Children and Youth (ecological approach), involving a multi-disciplinary team and parents.

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

The team comprises mainstream teachers, specialist teachers, parents and, whenever needed, psychologists and therapists.



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 Individualised Education Plan (IEP) and Individual Transition Plan (ITP) define educational provision including curriculum adaptations and accommodations (measures, strategies, objectives, resources, materials, placement, and accommodations for examinations).

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

IEP review may be carried out at any time, and is compulsory at the end of every school year.

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

Portugal does not need to use a proxy for the inclusion indicator.

Actual data collected from mainstream schools shows, at individual level, the proportion of time that pupils with SEN spend with their non-disabled peers in a mainstream classroom.

Actual data collected from special schools shows the (residual) number of pupils enrolled in these institutions.

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).*



Country definitions of formal, non-formal and informal education

Formal education consists of all kinds of education that provide certification recognised by the Ministry of Education and Science.

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 sector education refers to for-profit private organisations under the pedagogical supervision of the Ministry of Education.

Pupil age ranges

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 14