

# **EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION**

**Spain 2014/2015 data background information**



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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**

The legal framework is the Education Act (*Ley Orgánica de Educación*) 2006, with updates introduced in 2013 by the Education Quality Act (*Ley Orgánica para la mejora de la calidad educativa*).

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

Additional support helps pupils with SEN to reach their maximum personal capacities and, in any case, the objectives generally established for all pupils. Resources include specialised support staff and qualified professionals (speech and hearing specialists in educational and therapeutic orientation, etc.), as well the means and materials needed.

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

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

The educational evaluation procedure includes prior parental consent, an assessment of the pupil's needs by a multi-disciplinary team, and finally, a recommendation from the school inspectorate with pedagogical and curricular assessment based on the above guidelines.

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

The team comprises education personnel external to the pupil's school: psychologists, pedagogues and speech and hearing specialists.

##### **There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning**

This is an official report where the pupil's needs are described, along with educational recommendations and guidelines.

The tutor and the school counsellor receive the report and share it with the rest of the team. The team members design the necessary actions based on the report's recommendations.



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

Reviews are conducted on a regular basis. Pupils' needs and the supports that they require are re-assessed.

## **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.*

### **Details on what the country proxy is**

It consists of pupils enrolled in a mainstream class.

### **Why this proxy was used**

According to the regulations, this schooling is inclusive. Therefore, it can be considered pupils are in the mainstream class, in almost all cases, for 100% of their time.

### **Difficulties in using any proxy**

In some cases, such as autism spectrum disorders, integration is gradual and eventually reaches 100% integration, which is the objective of the law. However, this situation is not considered significant.

## **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 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).*



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

The national definitions are in accordance with ISCED 2011. In any case, children are legally entitled to receive formal education from the ages of 6 to 16.

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

Children are legally entitled to receive formal education from the ages of 6 to 16. The number of children out of education is close to zero.

### **Sources of data from non-educational sectors – i.e. social, justice, health**

All of these pupils are enrolled in formal schools. There is not any kind of provision outside the educational framework.

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## **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 are those which are controlled and managed by a non-governmental organisation or person, or whose governing board mostly consists of members not selected by a public agency.

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

All pupils have been counted.

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

There is no specific issue with data on private education. Data from the private sector has been covered to the same extent as that from the public sector.

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## **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