

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

**United Kingdom (England) 2012/2013 and
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.

Note: From 1 September 2014, a new statutory assessment system has been introduced which will lead to an Education Health and Care (EHC) Plan. By 2018, statements will have been replaced by EHC Plans.

The criteria for an official decision are

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

This consists of a full assessment process involving school, family, child and a range of professionals over 26 weeks.

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

Multi-disciplinary teams comprise school staff, educational psychologists and health staff (paediatrician, speech and language therapist, occupational therapist).

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 legal document that describes the support the pupil is eligible to receive is called a statement of special educational needs. It is used to define special educational needs, and describes the special provision that will be made and by whom. The statement is expected to be specific and to quantify the provision that is to be made.

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

There is a statutory review at least once a year. Written records are kept.

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

Placement in a mainstream class implies over 50% or more with non-disabled peers.

Details on what the country proxy is

All pupils placed in mainstream schools, with the exception of those placed in a unit in a mainstream school, are included.



Why this proxy was used

A unit in a mainstream school is classified as such because the pupils spend more than 50% of their time in the unit, and less than 50% of their time in the mainstream classroom.

Difficulties in using any proxy

None; the proxy appears to be pretty accurate.

Specific country issues in applying the proxy

No issues.

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)

There is a group known as ‘pupils with statements educated other than in school’, which includes pupils permanently excluded and not yet placed elsewhere, other arrangements made by the Local Authority, other arrangements made by the parents, and those awaiting provision.

Country definitions of formal, non-formal and informal education

Home-educated children are deemed to be under ‘other arrangements made by the parents’.



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

They may be considered under ‘other arrangements made by the Local Authority’, but there is no national information on what this comprises.

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

This consists of placements by parents in fee-paying schools.

Pupil population counted for each relevant question

Only data on children placed in private/ independent schools by the local authority has been included.

Pupil age ranges

Usual pupil age ranges in the country at ISCED level 1: 5 to 10

Usual pupil age ranges in the country at ISCED level 2: 11 to 15