

# **EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION**

**United Kingdom (Scotland) 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 Education (Additional Support for Learning) (Scotland) Act 2004 outlines how to meet the needs of children who require additional support to ensure they can make the most of their education. Amendments were made to this Act in 2009, which became law in November 2010. Under this law, any child who needs more or different support to what is normally provided in schools or pre-schools is said to have 'additional support needs'.

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

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No proxy indicator is used. Information on the percentage of time spent in mainstream classes is collected.

#### **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)**

'Out of formal education' includes children who are educated at home, generally through parental choice; however, some may be educated at home due to ill health. It may also include children educated in hospital. However, most of these pupils will remain on the roll (i.e. be recorded) of their normal school, so will be counted in the formal education figures anyway. Likewise, juvenile detention (secure units) is also included in the formal education data. Information on 'out of formal education' is not collected. It was in the past, but it was unreliable, as parents who choose to home educate their children are not obliged to tell anyone unless the pupil has already attended school.

### **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.

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

Independent school information (also known as private sector) is included. Limited information from this sector is collected, such as the number of pupils by school, gender and year of birth. Information is also collected on the type of school: whether primary only, secondary only, both primary and secondary (through school) or special.

### **Pupil age ranges**

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Usual pupil age ranges in the country at ISCED level 1: 5 to 11

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