

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

**United Kingdom (Wales) 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.

Pupils' legal entitlements under what legislation

The [Education Act 1996](#) (the Act) places a duty on local authorities (LAs) to provide suitable education for all children, including those with SEN.

How additional support is understood within the country context

The Act defines the meaning of SEN and special educational provision. It also creates a duty to provide a code of practice giving practical advice to statutory bodies about the duties placed upon them under the Act. In Wales, the Welsh Government has published the [Special Educational Needs Code of Practice for Wales](#) (the Code).

The criteria for an official decision are

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

Section 323 of the Education Act 1996 confirms that LAs must identify and make a statutory assessment of those children for whom they are responsible who have SEN and who probably need a statement of SEN.

The Code advises on the procedure to be followed when identifying the needs and carrying out a statutory assessment. This includes advice on who can make a request, the routes for referral, the evidence required, and the process for notifying parents/carers of decisions.

The Code also advises that LAs may use groups of professionals to consider the evidence for all referrals for statutory assessment, so that the Local Education Authority has the advice and support of a multi-professional team in making decisions on whether to carry out assessments.

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

This is determined by individual cases. The LA can call upon a multi-disciplinary team consisting of members from both within and outside of the child's school. This can include head teachers, special educational needs co-ordinators, governors, educational psychologists and colleagues from health and social services.



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

Following a statutory assessment, the LA may decide to issue the child with a statement of SEN. The Act prescribes that the LA is responsible for maintaining the statement of SEN. The Act also prescribes the content of the statement, including the special educational provision to be made for the purpose of meeting the identified needs.

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

The annual review of the provision within the child's statement should aim to assess the child's progress towards meeting the objectives specified in the statement. It should also collate and record information that the school and other professionals can use in planning their support for the child.

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

Data for placement in a mainstream class is only available for pupils aged 5–15. It cannot be broken down into ISCED 1 and ISCED 2. To provide a proxy for these, the overall proportions of pupils with SEN in ISCED 1 and ISCED 2 have been used. This was the case, for example, with Question 1 (How many pupils have an official decision of SEN) in the table entitled 'Learners with an official decision of SEN', to break down the total number of pupils into estimates for the number of pupils at ISCED 1 and ISCED 2.

Why this proxy was used

This is the only data available.

Difficulties in using any proxy

The data collection upon which this is based was discontinued after the 2012/13 edition. It will not be possible to replicate this methodology for 2013/14. Other methods of providing the data will need to be investigated.

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 who are not educated in a school are considered to be out of formal education. Such pupils are referred to as being Educated Other Than At School. This covers all pupils who LAs place in Pupil Referral Units and forms of education other than schools. All pupils are in some form of education while they are of compulsory school age.

Country definitions of formal, non-formal and informal education

As above.

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

There is a separate data collection for all independent schools in Wales (STATS1). It is not a pupil-level collection, so some details are only available at aggregate level. Some of this information has been included in the data tables (and noted) where possible.

Pupil population counted for each relevant question

Please refer to the notes in the individual data tables.

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

The data is of a comparable quality to that for state-funded education. The only issue is that the data is not available at pupil level, which limits the types of cross tabulations that can be performed.

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