



European Schools

Office of the Secretary-General

Pedagogical Development Unit

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Original

Statistics on the integration of SEN pupils into the European Schools in the year 2012

BOARD OF GOVERNORS

Meeting on 16, 17 and 18 April 2013 – Brussels

Introduction

This report has been written on the basis of data gathered from the schools by means of an electronic questionnaire. The schools' data were acquired on 15 November 2012. The data gathered by the schools were compiled by the OSGES and analysed by the SEN inspectors. The analysis and the draft report have been discussed in the SEN Policy Group.

The structure of the report is following the structures of the previous years' reports. This allows the pattern of development over several years to be tracked.

The report refrains from interpretations, apart from the final chapter, which contains conclusions to be drawn in the opinion of the SEN Policy Group.

1. Number of SEN pupils in the European Schools

The total number of pupils in the European Schools has increased year by year, up from 22 331 (2009/2010) to 23869 (2012/2013). At the same time, the number of SEN pupils has increased from 574 (2009/2010) to 702 pupils (2012/2013). The total percentage of SEN pupils has reached 2.94%.

Table 1: Percentage and number of SEN pupils in the European Schools:

<i>2009/2010</i>	<i>2010/2011</i>	<i>2011/2012</i>	<i>2012/2013</i>
2.57%	2.72%	2.74%	2.94%
N=574	N=619	N=640	N=702

The number of new SEN agreements in the 2012/2013 school year (15 November) was 129, while in the 2011/2012 school year (15 November) it was 132.

Annexe: Table 2. Number of SEN pupils and percentage of SEN pupils – development since the year 2009 up to 2012

2. SEN pupils by school and by cycle

Munich has the highest percentage (4.5%) of SEN pupils. In Brussels II and in Brussels III the percentage is more than 4.0.

The lowest percentage of SEN pupils is in Bergen (0.4%), in Mol (0.4%) and in Alicante (1.0%). There is no correlation between the percentage of SEN pupils and pupil population or school size (in or outside Brussels).

In most of the schools the percentage of SEN pupils has slightly increased, the exceptions being Brussels IV, Karlsruhe and Mol. The increase is significant in Brussels II and in Luxemburg II. In the case of the Luxemburg II it needs to be taken into account that the secondary cycle has started at the beginning of this school year.

The total number of SEN pupils in the nursery and primary is 342 pupils and in the Secondary 360 pupils. This is the first year when the number of SEN pupils in the secondary cycle is higher than in the nursery and primary cycle.

The percentage of SEN pupils in the nursery and primary cycle has stayed nearly the same (3.0%) compared to the previous school year. In the secondary cycle the percentage has increased from 2.5 to 2.9.

3. SEN pupils by language sections

If different language sections are compared, the Anglophone, Czech, Finnish and Hungarian sections have more SEN pupils than the average.

The Danish, Dutch, Greek, German, French, Italian, Portuguese, Spanish and Swedish sections are close to the average (percentage between 2 and 3). Lithuanian and Polish sections have approximately 1% of SEN pupils and the new Bulgarian section has no SEN pupils so far.

In the case of small sections the findings are not statistically as reliable as in big sections which need to be taken account when reading the figures.

Annex: Table 3. SEN pupils by language sections

4. SEN pupils by category and cycle

The majority of SEN pupils are in category I. In the nursery cycle all the SEN pupils are category I. In the primary and the secondary cycles the number of SEN pupils coming from categories other than category I is rather low, category II being the lowest.

Overall, 12% of SEN pupils are category III pupils, even though they comprise 21% of the European Schools' total population. The percentage of cat III SEN pupils in the secondary cycle is higher than in the primary cycle.

Table 4: Evolution of category of SEN pupils by cycle (% of SEN pupils) – 2010-2012

	<i>Nursery</i>				<i>Primary</i>				<i>Secondary</i>				<i>N+P+S Total</i>
	<i>N Cat I</i>	<i>N Cat II</i>	<i>N Cat III</i>	<i>N Total</i>	<i>P Cat I</i>	<i>P Cat II</i>	<i>P Cat III</i>	<i>P Total</i>	<i>S Cat I</i>	<i>S Cat II</i>	<i>S Cat III</i>	<i>S Total</i>	
2010	5.33	0.16	0.16	5.65	40.06	3.07	4.36	47.50	34.09	4.20	8.56	46.85	100.00
2011	5.31	0.00	0.00	5.31	40.78	3.59	3.44	47.81	35.78	3.59	7.50	46.88	100.00
2012	3.99	0.00	0.00	3.99	38.03	2.99	3.70	44.73	40.03	2.99	8.26	51.28	100.00

5. Percentages of SEN pupils by class

The percentage of SEN pupils is lowest in the nursery classes and rises in the primary years decreasing again at the end of secondary years. The curve describing the amount of SEN pupils throughout the whole system is normally distributed.

The number of SEN pupils is increasing from year level to another in the primary being highest in P3 - P5. In S1-S2 the amount of SEN pupils is still on the same level but a declining trend is seen after that.

However the number of SEN pupils varies from year to year depending on the population in question. This can be seen in the chart 1 by following a certain population from year to another (for example from year level 3 to year level 4).

Annex: Chart 1. Percentage of SEN pupils by class

6. Diagnoses of SEN pupils

There is an extremely wide range of disabilities for which appropriate help, support and compensation is expected to be provided under the SEN programme. The aim of the survey was to identify the most common reasons for seeking SEN support.

The grouping of the diagnoses is created in cooperation with experts specialised in pedagogical psychology in order to guarantee the rightness of the definitions of the different disabilities and disorders.

The most common diagnosis group is *psychomotor impairment* (50.9% of diagnoses mentioned). It includes diagnoses such as dyslexia, dyscalculia, dysorthography, dyspraxia and their combinations.

Approximately every third SEN pupil is diagnosed as dyslexic, in the secondary cycle almost half of the SEN pupils. Dyslexia is a new occurred diagnosis in the nursery cycle this year. In comparison with the last school year, this year dyspraxia is more frequent diagnosis in the nursery cycle.

A combination of different types of psychomotor impairments is also a common reason for a SEN agreement with growing trend. This year every fourth SEN pupil has a combination of different diagnosis while in the last year it was only every sixth pupil.

Developmental, attention and behavioural deficits is the second common group of diagnoses (20.5% of diagnoses). The most frequent diagnosis in this group is ADD (Attention Deficit Disorder) with the proportion of 16.7% of SEN pupils. On the other hand 13.1% of SEN pupils are diagnosed with ADHD (Attention Deficit and Hyperactivity Disorder). The percentage of these diagnoses is similar as in last year.

Personality disorders (autism, unbalanced personal development) are the third common group this year. The group has grown in two years' time from the 3.8% to 8.5%).

Cognitive characteristics (mental handicap, below-average intellect, high potential) and *Speech and language disorders* (dyslalia, dysphasia, aphasia, mutism, stammering and others) are the fourth common diagnosis groups, both about 7% of all diagnosis.

High potential as a reason for SEN agreement has increased 100% from the previous school year, from 13 to 26 agreements. Eight of these pupils are in the secondary cycle of the ES Culham.

Sensory and motor disorders are groups of diagnosis which have the lowest frequency.

There is a wide variety of other diagnoses, even though the number of cases is not very large.

Annex: Chart 2. Frequency of diagnosis per cycle

7. Benefit of SEN support

The progress made by SEN pupils can be seen in the following summary:

Table 5: Promotion/Progress by cycle

<i>Promotion/ Progress</i>	<i>NS</i>	<i>P</i>	<i>S</i>	<i>NS %</i>	<i>P %</i>	<i>S %</i>	<i>Total %</i>
Normal promotion to the year above	18	271	319	72.00	86.58	88.37	86.98
The pupil accompany his/her year group, without promotion	2	28	23	8.00	8.95	6.37	7.58
Repeating the year	5	14	19	20.00	4.47	5.26	5.44
Total	25	313	361	100	100	100	100

Nearly 87% of SEN pupils were normally promoted to the year above which is nearly 6% more than in the previous year. The percentage of SEN pupils who accompanied their year group without promotion is 5% lower than the year before. The percentage of SEN pupils who repeated the year has decreased being now 5.4% (6.3% in the year 2011).

8. Termination of SEN agreements in the year 2012

For 102 pupils over the total of 702 the contract was terminated, which is 39 terminations less than in the previous year. Most of the terminations of SEN agreements were in the secondary cycle (last year 86 agreements, this year 59).

The most common reason (32% of 102 terminated contracts, 33 cases) for terminations was that the pupil moved to a more adequate school. This is slightly more than in the previous year and more common in the secondary cycle than in the nursery and primary cycle.

In 35% of the 102 terminated contracts (36 cases) the support was not needed anymore or SEN support was replaced by Learning Support or internal differentiation in the classroom. These highly successful results of support were less frequent than in the previous year (46% of the terminated contracts).

The second common reason (22.5% of 102 terminated contracts) to terminate the contract was that the family moved away. This happened more often this year (23 pupils) than in the year before (15 pupils) and is more common in the primary cycle.

In 5 cases of terminated contracts the school declared itself not to be able to meet the needs of the child. This is less than one year before when we registered 11 cases. In relation to the total number of pupils (23.869) the percentage is 0.02.

Table 6: Reasons for termination, by cycle

<i>How many pupils terminated the SEN programme in the year 2012 for the reason of :</i>	<i>Nursery % (n=6)</i>	<i>Primary % (n=37)</i>	<i>Secondary % (n=59)</i>	<i>N+P+S</i>
Continues with Learning Support	1,0	3,9	7,8	12,7
Continues with internal differentiation in class	0,0	3,9	2,9	6,9
No support is needed	1,0	1,0	13,7	15,7
Decision of the parents	0,0	0,0	0,0	0,0
Family moved away	1,0	14,7	6,9	22,5
Pupil will move to a more adequate school for him/her	2,0	9,8	20,6	32,4
The school declares itself not be able to meet the needs of the child	1,0	2,0	2,0	4,9
Other	0,0	1,0	3,9	4,9
Total	5,9	36,3	57,8	100,0

9. Staff working in the SEN area

The number of SEN teachers in the schools has increased, from 260 to 286 teachers. Most of the SEN teachers work in the Secondary cycle (167), while 119 teachers work in the nursery and primary cycle.

More than 89% of all SEN teachers are locally recruited. The percentage of locally recruited teachers of all SEN teachers has increased in two years from 80% to 89%.

Teachers comprise 78% of all staff working in the SEN area and personal assistants account for 14%. The account of assistants has slightly increased compared to the previous year. Speech therapists and psychomotricians together account for 4.9% which means a slight decrease comparing to the year 2011/2012 (5.8%).

In the year 2011/2012 most of the personal assistants, speech therapists, psychomotricians and psychologists worked in the nursery and primary cycle. In this year there is no significant difference in the proportion of speech therapists and psychologist between the cycles.

Nearly all speech therapists and psychomotricians work in the Brussels (14 in Brussels, 4 in Luxemburg).

Table7: Staff working in the SEN area, by cycle

Staff providing support (Number of persons per cycle)	Nursery & Primary		Secondary		N&P+S	
	N=179	%	N=186	%	N=365	%
Locally recruited SEN teacher	105	58,7	150	80,6	255	69,9
Personal assistant	44	24,6	7	3,8	51	14,0
Seconded SEN teacher	14	7,8	17	9,1	31	8,5
Speech therapist	7	3,9	5	2,7	12	3,3
Psychologist	3	1,7	4	2,2	7	1,9
Psychomotrician	5	2,8	1	0,5	6	1,6
Other	1	0,6	2	1,1	3	0,8
Occupational therapist	0	0,0	0	0,0	0	0,0
Total	179	100,0	186	100,0	365	100,0

10. SEN support time

The total amount of SEN support per week is 119807 minutes, which is 12% more than in the previous year (106 622 minutes). The increase in two years' time has been 37%. During the same time the number of SEN pupils has increased 13%. However, the amount of SEN support does not distinguish support given in groups or individually.

72% of the support time was provided in the nursery and primary cycle which is exactly the same amount as one year earlier. Putting more resources to the nursery and primary cycle is in line with the principle of early identification and early intervention.

The relation between the support time given by seconded and locally recruited teachers and by assistants has stayed the same compared to the previous year. There is a slight decrease (1.3%) in support time given by speech therapists and psychomotricians in one year time.

Table 8: SEN support time by cycle

Total number of SEN support (in minutes) per week offered by...	Nursery & Primary		Secondary		N&P+S	
	N=86422	%	N=33385	%	N=119807	%
Locally recruited SEN teacher	39315	45,5	23430	70,2	62745	52,4
Personal assistant	38835	44,9	6660	19,9	45495	38,0
Seconded SEN teacher	3765	4,4	945	2,8	4710	3,9
Speech therapist	2985	3,5	1485	4,4	4470	3,7
Psychomotrician	1500	1,7	90	0,3	1590	1,3
Psychologist	0	0,0	505	1,5	505	0,4
Other	22	0,0	270	0,8	292	0,2
Occupational therapist	0	0,0	0	0,0	0	0,0
Total	86422	100,0	33385	100,0	119807	100,0

Most of the support given was short time, "less than 180 minutes per week", as has been the case in two last years. The amount of "support between 181 - 600 minutes of support per week" has shown a downward trend over the last three years. The amount

of “intensive support (>600 minutes)” increased in previous year but this year it has slightly decreased.

Table 9: Amount of support by cycle

<i>Number of SEN pupils who get support</i>	<i>Nursery</i>		<i>Primary</i>		<i>Secondary</i>		<i>N+P+S</i>	
	<i>N=29</i>	<i>%</i>	<i>N=314</i>	<i>%</i>	<i>N=350</i>	<i>%</i>	<i>N=693</i>	<i>%</i>
0-180 minutes/week	8	1,2	244	35,3	327	47,3	579	83,7
181-360 minutes/week	2	0,3	33	4,8	12	1,7	47	6,8
361-600 minutes/week	6	0,9	14	2,0	7	1,0	27	3,9
>600 minutes/week	12	1,7	23	3,3	4	0,6	39	5,6
Total	28	4,0	314	45,4	350	50,6	692	100,0

11. Costs per SEN pupil

The total cost of SEN support in the financial year 2012 was €4,121.172 (31.12.2012), which is €405.755 (9 %) less than last year (31.12.2011). The average cost per pupil has fallen; this year it is 5.871€. This is 1.202€ less per pupils than in the previous year. The reduction in two years' time has been 1.735€ per pupil per year.

Costs are above average in Varese, Bergen, Luxembourg I, Brussels I and Brussels IV. The lowest average cost is in Mol and in Munich. The costs of Luxembourg I school are not reliable because they include the costs of SEN secondary pupils who moved to Lux II on the beginning of the school year.

The differences between the schools are less significant than two years ago.

Annex: Table 10. Cost per school and per pupil 2010, 2011 and 2012.

12. Use of the SEN budget

The SEN budget is used mostly for salaries of teachers; 78% which is 7% less than one year earlier. There is 6% increase in the salaries of assistants being now 18% of the SEN budget. Only 4% is used for pedagogical material, including ICT for SEN purposes.

Nevertheless, there is a difference in use of the SEN budget between the schools and between the cycles.

Table 11: Use of the SEN budget by cycle

<i>Average of all schools</i>	<i>Nursery</i>	<i>Primary</i>	<i>Secondary</i>	<i>N+P+S</i>
SEN teaching	0,96 %	33,11 %	43,58 %	77,65 %
SEN assistance	2,44 %	10,78 %	4,98 %	18,19 %
Pedagogical material for SEN (including ICT)	0,07 %	2,43 %	1,65 %	4,15 %
Other	0,00 %	0,00 %	0,00 %	0,00 %
Total	3,46 %	46,32 %	50,22 %	100,00 %

13. Summary of the findings

In the year 2012 the percentage of SEN pupils in the European Schools is 2.94. This is still less than the average in the European Union countries.

The number of SEN pupils rises in the course of the nursery and primary years, especially between P2 and P3. The percentage of SEN pupils reaches a peak in P4, after which it falls. This seems to be the same phenomenon from year to year.

The percentage of category III SEN pupils is lower than the total percentage of pupils in that category.

Nearly 87% of SEN pupils were normally promoted, which is nearly 6% more than in the previous year (81.0%). The proportion of SEN pupils accompanying their year group without promotion is 5% lower than the year before. The percentage of SEN pupils who repeated the year has decreased being now 5.4%.

The most frequent reasons for termination of the SEN contract were that the SEN support is not more needed (38% of the terminated contracts), transfer to more adequate school (32%) or move of the family (22.5%). The number of cases when the school declared itself not to be able to meet the need of the child is 5 cases (less than 5% of the terminated contracts; 0.7% of all the SEN contracts).

More than half of SEN agreements come into the psychomotor impairment category, particularly dyslexia which, as a new element, has appeared already in the nursery cycle. A combination of different types of psychomotor impairments has growing tendency. The proportion of cases of developmental, attention and behavioural deficits is also significant which is comparable with previous years. The percentage of speech and language disorders has slightly decreased but there is a significant increase of personality disorders during the last two years. On the other hand, there is a new element: sudden increase of the SEN agreements given to the pupils with high potential.

78% of staff working with SEN pupils are teachers, most of them locally recruited; 14% assistants (more than 3% increase in comparison with the last year) and only 4.9% is the proportion of speech therapists and physiotherapists. The therapists are concentrated mostly in Brussels, some of them in Luxembourg.

Nearly three quarters of support time was provided in the nursery and primary cycle which is in line with the principle of early identification and early intervention.

Most of the SEN budget is used for staff salaries.

Both total costs and costs per pupil fell in the year 2012.

In relation to the year 2010 there is 13% increase of the SEN agreements and nearly 37% increase of total amount of support time. SEN pupils' normal promotion increased in two years' time from 80 to 87%.

In the same two years' period the total expenditures fell by 12.5% and average costs per SEN pupils decreased by 22%. Comparing different schools, the variances of costs per pupil are significantly lower than two years ago.

14. Recommendations

Because of the fact that the new Policy on the Provision of Educational Support in the European Schools approved by the Board of Governors is coming into force in September 2013 the SEN Policy Working Group limited the recommendations to the general ones corresponding to the new policy:

- To continue in the process of harmonisation of support by following the new support policy focused on providing systematic pupil centred care.
- The schools should continue systematically in early identification of pupils' disabilities and needs in order to ensure timely support and care.
- The schools should systematically provide differentiation in class for all pupils with special educational needs.
- The national authorities should pay attention to the selection of seconded teachers (class and subject teachers) and their skills in terms of identification of special educational needs and of differentiation.
- Evaluation of seconded and locally recruited teachers should also focus on teachers' expertise in the area of education of pupils with special needs (evaluation criteria, evaluation visits of the deputy director and the inspectors).

OPINION OF THE JOINT TEACHING COMMITTEE:

At its meeting of 7 and 8 February 2013, the Joint Teaching Committee scrutinised the statistics compiled by the SEN Policy Group. The statistics reveal, in particular, favourable results, such as growth in the number of pupils receiving support, a higher promotion rate and a reduction in the average cost of provision per pupil.

The Joint Teaching Committee recommends that the SEN Policy Group should ensure to its satisfaction that implementation of the new support policy does not lead to a fall in the level of these results but that on the contrary, it shows a positive pattern of development.

The Joint Teaching Committee approved all the recommendations made in point 14 of this document and the proposal, put forward by the Deputy Secretary-General during the meeting, that there should be a new composition for the WG, following approval of the new Policy on the Provision of Educational Support, making the WG's current composition obsolete.

The Joint Teaching Committee is hereby bringing to the Budgetary Committee's attention, for its information, the statistics on the integration of SEN pupils into the European Schools in the year 2012

The Joint Teaching Committee recommends that the Board of Governors should approve the recommendations made by the SEN Policy Group, as set out in point 14 of this document, and the Joint Teaching Committee's aforementioned recommendations, which are in line with the new Policy on the Provision of Educational Support in the European Schools due to enter into force as from September 2013.

OPINION OF THE BUDGETARY COMMITTEE

At its meeting of 19 and 20 March 2013, the Budgetary Committee scrutinised the statistics compiled by the SEN Policy Group on the integration of SEN pupils into the European Schools in 2012 and the opinion expressed by the Joint Teaching Committee.

The Budgetary Committee expressed a favourable opinion on the document and the Joint Teaching Committee's proposals.

The Budgetary Committee invites the Board of Governors to approve this document.

Annexes:

Table 2: Numbers of SEN pupils, total numbers of pupils and percentage of SEN pupils – development since the year 2009 up to 2012

<i>School</i>	<i>SEN pupils Nursery & Primary</i>				<i>SEN pupils Secondary</i>				<i>SEN pupils Total</i>				<i>Total pupils in the school</i>				<i>% SEN pupils</i>			
	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>
Alicante	3	5	3	3	6	6	7	7	9	11	10	10	1 020	1 037	1 027	1 052	0,88	1,06	0,97	0,95
Bergen	4	2	1	1	4	0	0	1	8	2	1	2	586	611	581	556	1,37	0,33	0,17	0,36
Brussels I	41	44	41	37	26	41	44	50	67	85	85	87	3 112	3 073	3 131	3 040	2,15	2,77	2,71	2,86
Brussels II	55	53	59	68	32	35	43	61	87	88	102	129	3 030	3 091	3 176	3 144	2,87	2,85	3,21	4,10
Brussels III	66	74	70	68	54	59	46	48	120	133	116	116	2 811	2 901	2 919	2 892	4,27	4,58	3,97	4,01
Brussels IV	27	25	26	28		2	4	9	27	27	30	37	594	816	1 059	1 530	4,55	3,31	2,83	2,42
Culham	4	3	3	3	7	9	8	9	11	12	11	12	835	809	745	682	1,32	1,48	1,48	1,76
Frankfurt	13	5	7	7	10	12	6	8	23	17	13	15	1 085	1 076	1 136	1 191	2,12	1,58	1,14	1,26
Karlsruhe	11	14	16	17	18	17	21	17	29	31	37	34	976	948	934	911	2,97	3,27	3,96	3,73
Luxembourg 1	37	43	43	40	30	43	53	37	67	86	96	77	3 468	3 460	3 579	2 715	1,93	2,49	2,68	2,84
Luxembourg 2	18	16	18	16		0		36	18	16	18	52	910	952	957	1 965	1,98	1,68	1,88	2,65
Mol	1	1	2	2	3	3	4	1	4	4	6	3	752	807	767	744	0,53	0,50	0,78	0,40
Munich	26	29	36	37	42	44	47	55	68	73	83	92	1 848	1 905	1 990	2 063	3,68	3,83	4,17	4,46
Varese	15	15	15	15	21	19	17	21	36	34	32	36	1 304	1 302	1 366	1 384	2,76	2,61	2,34	2,60
Total	321	329	340	342	253	290	300	360	574	619	640	702	22 331	22 788	23 367	23 869	2,57	2,72	2,74	2,94

Table 3: SEN Pupils by Language Section

<i>Language section</i>	<i>SEN pupils</i>				<i>All pupils</i>				<i>SEN pupils in the section (%)</i>			
	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>
BG-Bulgarian				0				16				0,00
CS-Czech	1	3	2	6	98	124	151	171	1,02	2,42	1,32	3,51
DA-Danish	17	19	11	15	567	535	521	505	3,00	3,55	2,11	2,97
DE-German	88	109	117	121	3 846	3 954	4 072	4 149	2,29	2,76	2,87	2,92
EL-Greek	6	14	15	16	604	619	648	665	0,99	2,26	2,31	2,41
EN-English	183	201	194	203	4 903	4 974	5 012	4 994	3,73	4,04	3,87	4,06
ES-Spanish	37	35	34	38	1 401	1 452	1 491	1 551	2,64	2,41	2,28	2,45
FI-Finnish	18	19	25	32	539	544	563	550	3,34	3,49	4,44	5,82
FR-French	98	104	125	145	5 451	5 586	5 811	6 134	1,80	1,86	2,15	2,36
HU-Hungarian	2	3	4	7	184	200	202	228	1,09	1,50	1,98	3,07
IT-Italian	29	31	37	45	1 843	1 873	1 915	1 931	1,57	1,66	1,93	2,33
LT-Lithuanian	0	0	0	1	58	72	87	106	0,00	0,00	0,00	0,94
NL-Dutch	59	49	50	44	1 601	1 598	1 579	1 537	3,69	3,07	3,17	2,86
PL-Polish	5	7	5	4	234	259	305	351	2,14	2,70	1,64	1,14
PT-Portuguese	17	11	9	11	494	462	467	457	3,44	2,38	1,93	2,41
SV-Swedish	14	14	12	14	508	526	543	524	2,76	2,66	2,21	2,67
Total pupils	574	619	640	702	22 331	22 778	23 367	23 869	2,57	2,72	2,74	2,94

Table 10: Cost per school and per pupil 2010, 2011 and 2012

<i>School</i>	<i>2010</i>		<i>2011</i>		<i>2012</i>	
	<i>Total costs</i>	<i>Costs per SEN pupil</i>	<i>Total costs</i>	<i>Costs per SEN pupil</i>	<i>Total costs</i>	<i>Costs per SEN pupil</i>
Alicante	€67,108	€6,101	€57,770	€5,777	€53,118	€5,312
Bergen	€26,893	€13,447	€15,298	€15,298	€18,344	€9,172
Brussels I	€718,515	€8,453	€690,134	€8,119	€536,431	€6,166
Brussels II	€511,974	€5,818	€663,210	€6,502	€710,617	€5,519
Brussels III	€638,706	€4,802	€771,412	€6,650	€687,505	€5,927
Brussels IV	€239,955	€8,887	€259,887	€8,663	€223,237	€6,033
Culham	€75,989	€6,332	€64,805	€5,891	€57,226	€4,769
Frankfurt	€99,681	€5,864	€76,956	€5,920	€64,319	€4,288
Karlsruhe	€159,744	€5,153	€164,907	€4,457	€155,685	€4,579
Luxembourg I	€981,108	€11,408	€831,149	€8,658	€649,627	€8,437
Luxembourg II	€169,857	€10,616	€157,683	€8,760	€211,407	€4,066
Mol	€27,298	€6,825	€25,027	€4,171	€12,168	€4,056
Munich	€379,258	€5,195	€391,949	€4,722	€387,580	€4,213
Varese	€611,880	€17,996	€356,740	€11,148	€353,908	€9,831
Total	€4,707,966	€7,606	€4,526,927	€7,073	€4,121,172	€5,871

Chart 1: Percentage of SEN pupils by class

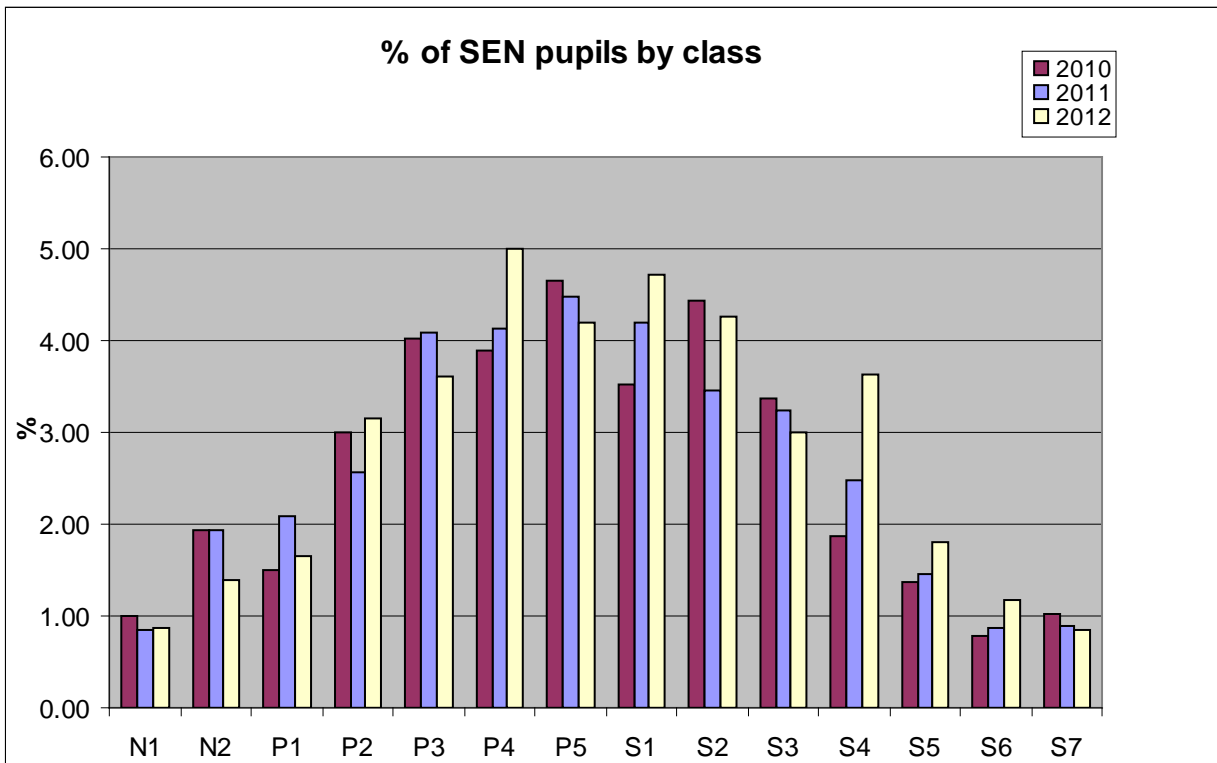


Chart 2:

