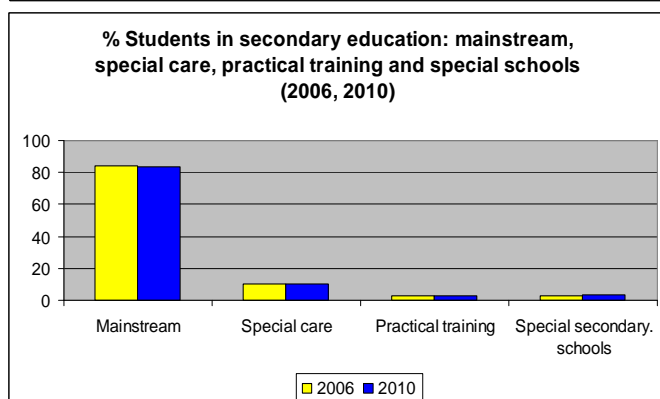
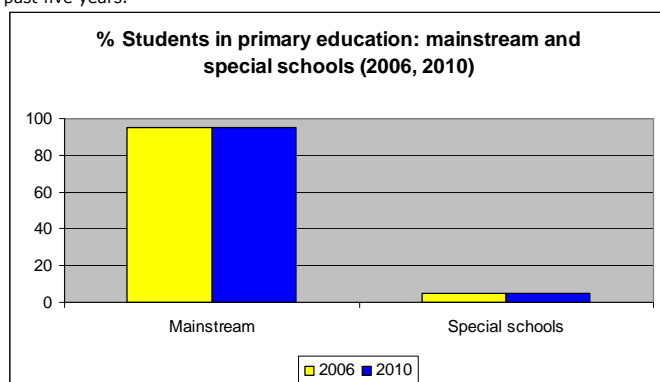




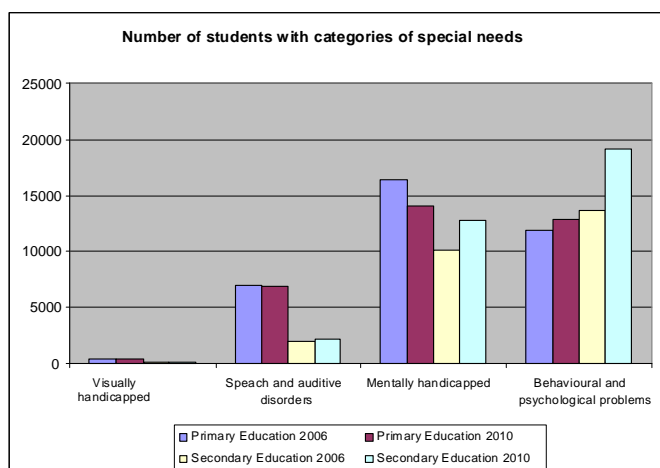
The Netherlands 'Pupils at risk of underachieving'

National policy not yet attaining its objective

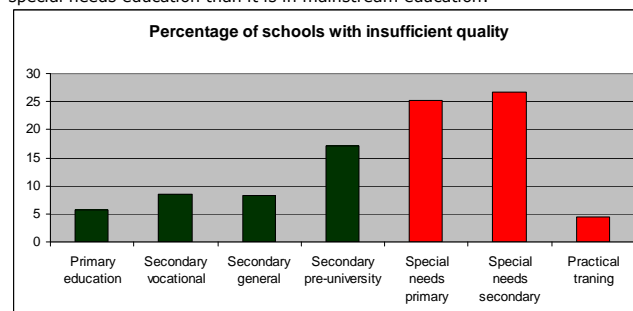
National policy aims to decrease the number of pupils with special educational needs in special schools and to increase their integration into mainstream education. In practice however, the number of pupils in special schools has not decreased over the past five years.



Note: 'special care' refers to students with special needs in mainstream education, supported with extra funding; 'practical training' refers to a specific type of special school. In some areas there has been a conspicuous increase. Notably, the number of pupils with behavioural problems has grown, especially in secondary education:



Annual risk-based analysis by the inspectorate shows that the percentage of schools with insufficient quality in terms of student achievement is higher for special needs education than it is in mainstream education:



Frameworks of the inspectorate

SPECIAL NEEDS PROVISION AND GUIDANCE is an indicator in the frameworks used by the inspectorate in mainstream education. This indicator is measured by looking at the following aspects:

Extra guidance is provided to pupils who are detected to need it.

8.1 The school identifies in an early stage which pupils need additional support/provision.

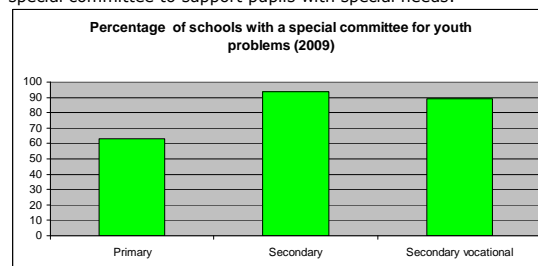
8.2 Based on an analysis of the collected data the school defines the kind of support for the pupils with special needs.

8.3*The school provides the support in a systematic and planned manner.

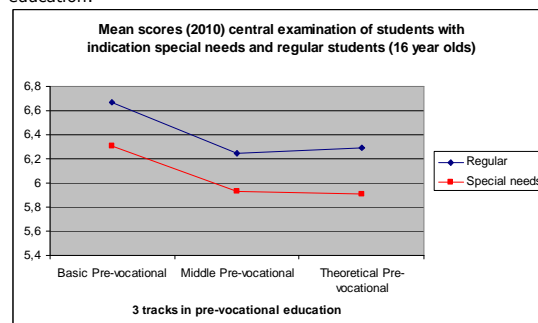
8.4 The school regularly evaluates the effects of the additional support.

8.5 The school looks for structural cooperation with chainpartners as far as appropriate interventions at pupil level exceeds its own core task.

Many mainstream schools, especially in secondary education, have a special committee to support pupils with special needs:



Lower performance of students with special needs in mainstream education:



References

1. Inspectorate of Education (2010). *Risk-based inspection as of 2009*. IvHO: Utrecht.
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3. Ministry of Education, Culture and Science (2010). *Key Figures 2005 - 2010*. Den Haag: OCW.
4. Statline (<http://statline.cbs.nl/statweb>).
5. Thijs, A., Leeuwen, B. Van, and M. Zandbergen (2009). *Inclusive education in The Netherlands*. Enschede / Den Haag: SLO / OCW.