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WORKING PAPER

**A comparison between the statistics on students with
additional needs in Scotland and in Castilla y Leon, Spain**

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1. Introduction

This working paper compares the statistics on school students with additional support needs (ASN) in Scotland with those with ASN in Castilla y León, Spain. The term used in Spain is ‘alumnado con necesidades específicas de apoyo educativo’. As this paper is written in English, and draws upon Scottish statistical data, we use the Scottish term Additional Support Need (ASN) to refer to all categories of additional support needs. An overview of the school systems and the total number of students in 2016-17 in the two countries are outlined to provide a context for the data. The overview focuses on the compulsory stages and, in the case of Scotland, includes upper secondary students (usually 16-18). It then turns to an exploration of the categories used to record students with additional support needs. This is followed by an examination of the categories that are used in both jurisdictions, before reporting the incidence rates of ASN overall and the rate for individual categories. The paper concludes with a discussion of the challenges that arise when comparing data of this nature across country boundaries.

The key findings and challenges identified in this paper are:

- There is reasonable correspondence between the categories used to identify additional support needs;
- In spite of this apparent correspondence comparison is problematic due to different criteria used for identifying students with additional support needs and different methods of recording;
- These differences are likely to be the part of the cause of the considerable difference in overall incidence rate in the two jurisdictions and also partially to account for the wide variation between local authorities in Scotland;
- We suggest that the differences in recorded incidence rates identified between the two jurisdictions pose challenges for bodies such as the EU and OECD that make cross-country comparisons as well as at the individual level for those moving across boundaries.

2. Schools and school populations in Spain Castilla y León and Scotland, 2016-17

Spain is a country with an area of 505,990 km². In 2018 there was a total population of 46,397,452. Its population density is 91.69. The political organization of Spain is through a central administration, with 17 autonomous communities (regions) and 2 autonomous cities. Castilla y León is one of the Spanish autonomous communities. It is the largest region of the European Union with 94,226 km². It is subdivided into 9 provinces. In 2018 its population was 2,436,000 and its average population density 25.85

Scotland is one of the four jurisdictions in the United Kingdom. It stretches over 80,077 km² and its population was 5,439,100 during the same period. In 2018 its average population density was 65 per square kilometre but it ranges from 8 per square kilometre in Highland region to 3,298 per square kilometre in Glasgow City.

A major problem in some areas, both in Scotland and in Castile and Leon, is rural depopulation. This leads to problems in both territories when it comes to providing adequate health care, social service and education. As an example, the village school for ages 5 to 12 in Elgol, Isle of Skye, currently has 10 pupils. Students have to board during the week in Portree to access secondary education. Those requiring specialist hospital appointments need to make a journey of 100 miles to Inverness.

2.1. Spain

Responsibility for the education system is shared between the central government and the Departments of Education in the autonomous communities (regions) as follows:

- The central education administration is responsible for the general guidelines and regulates the basic elements of the system
- Regional education authorities are responsible for developing State regulations and have executive and administrative competences for managing the system in their authority.

The system is managed in accordance with the Act on the Improvement of the Quality of Education passed in 2013. This modified the previous act of 2006 and was fully implemented by the 2016/17.

There are three types of schools:

- State-maintained public schools
- State funded private schools
- Private schools

According to statistics published by the Ministry of Education around 32% of all pupils, excluding pre-school, are in private education (Ministerio de Educación y Formación Profesional (2018).

The compulsory school age is from 6 to 16 years. It is organised into primary education from the ages of 6 to 12 and lower secondary from 12 to 16. Lower secondary is organised into two cycles: years 1-3 and year 4. Students can repeat a year if necessary but may only repeat the same year once and only two repeats are allowed. If they repeat year(s) they can stay on until 18 (exceptionally until 19) to ensure they can gain a qualification. Lower secondary is split into two types: general and vocational. Students taking vocational lower secondary courses gain a nationally recognised certificate on successful completion of their studies. This vocational certificate carries the same value as a Lower Secondary general certificate in access to public and private employment.

Upper secondary is also of two types: Bachillerato which provides a 2-year long general academic education and vocational education at intermediate level. Vocational education includes both practical and theoretical parts with links to specific professional fields.

2.2. Scotland

The devolved Scottish government has overall responsibility for the Scottish education system. The responsibility for provision of education is delegated to the 32 Scottish local authorities. The Education (Scotland) Act 1980 makes it a legal obligation for local authorities to provide education for all children and young people between the ages of 5 and 16 in their area. The most recent education act is the Education (Scotland) Act 2016. This act includes strategic planning relating to socio-economic barriers to learning as well as provision to extend the rights of children with additional support needs aged 12 and over.

Within the state-maintained system the majority of schools are non-denominational; however, there are a small number of denominational schools. Most of these are Roman Catholic schools; they account for 15% of the schools and 18% of the total school population. These

denominational schools are state funded and follow the same curriculum as non-denominational schools except in religious education and have the right to approve teacher appointments. There are private schools but these charge fees and do not receive state funding. Around 5% of the total school population in Scotland attend private schools.

Table 1 provides a comparison on pupil numbers in Spain, Castilla y León and Scotland. It is only intended to demonstrate the approximate size of the school systems, particularly in relation to Scotland and Castilla y León to contextualise data in section 4 on additional support needs. The data for Scotland shows the number of students in S1-4 (the compulsory stage of secondary education) as well as S5-6 (upper secondary) as all the data on ASN for secondary schools include upper secondary.

Table 1: Students in Spain, Castilla y León (compulsory education) and Scotland (including upper secondary), publicly maintained schools, 2017

	Total			Primary			Secondary		
	Public	Private		Public	Private		Public	Private	
		State-funded	Non state funded		State-funded	Non state funded		State-funded	Non state funded
Spain	3,259,879	1,426,756	186,614	1,993,639	837,269	110,455	1,266,240	589,487	76,159
%	66,89%	29,28%	3,83%	67,78%	28,47%	3,76%	65,54%	30,51%	3,94%
Total	4,873,249			2,941,363			1,931,886		
Castilla y León	136,650	70,685	1,698	82,899	41,276	600	53,751	29,409	1,098
%	65,37%	33,82%	0,81%	66,44%	33,08%	0,48%	63,79%	34,90%	1,30%
Total	209,033			124,775			84,258		
Scotland	693,251	-		400,276	-		286,152 (210,381 if Upper Secondary is excluded)-		

Sources: Ministerio de Educación y Formación y Formación Profesional (2018) and Scotland, Scottish Government (2017)

2.3. Comparison between Spain and Scotland

The two jurisdictions are similar in that they have a central government responsible for policy and guidance with regional centres that are responsible for administrative and executive duties. The length of compulsory schooling stage differs minimally with one year less at the

primary stage in Spain. Compulsory secondary schooling is followed by two years of upper secondary although in Scotland it is possible to gain university level qualifications after one year in upper secondary.

Differences can be found within the secondary stage as the Spanish system has greater segregation between general academic and vocational streams. A further difference is that a private but state funded sector exists in Spain and a relatively large proportion of students attend these private schools. There is also a smaller non-state funded sector in Spain and this is closer to the private school sector in Scotland. Around 5% of Scottish pupils attend private schools.

3. Definition of additional support needs

In Spain the term ‘alumnado con necesidades específicas de apoyo educativo’ or ‘students with specific requirements for educational support’ is used to describe students who in Scotland are identified as requiring ‘additional support needs’. It refers to students who require support for a period of time during the school years or during all their school years and who have been identified by an appropriate authority (Junta de Castilla y León, Consejería de Educación, 24th August, 2017).

In Scotland, according to the Education (Additional Support for Learning) Scotland Act 2004 (as amended), a student with additional support needs is a student who requires additional support to benefit from his/her education. Education Authorities are required by law to ensure that they have arrangements for support in place for all these students.

4. Categorisation of additional support needs

In Spain, the Ministry of Education provides data and commentary on students who require additional support needs. This includes pre-school, compulsory primary and secondary education, upper secondary (including vocational programmes) as well as special education and a number of ‘Other’ programmes. The data is gathered annually in the middle of October. The most recent data covers the period 2016-17. These data use the classification set out in table 2 and covers four main groups with sub-categories, forming altogether 14 categories. In 2017 a new classification was introduced in Castilla y León but it had not been implemented at the time of writing. This new classification consists of five main types of ASN which are further subdivided to include 21 types of ASN. To date, there have been no statistics gathered using

the new classification, the data based on the old system will therefore be used when making a comparison with the Scottish data in the next section.

In Scotland 24 categories are used when gathering data on children with additional support needs. These are referred to as 'Reasons for support' in the official administrative data. These categories are shown in table 2 against the corresponding Spanish category. Table A1 in the appendix lists the Scottish categories separately with a translation into Spanish to show the groupings used in the Scottish system. We recognise that there is no direct correspondence between the categories; nonetheless, it is possible to identify similarities between most, if not all. The Spanish categories contain greater information on who should be included in each category than the Scottish ones do. This is helpful in a number of ways but it also has to be treated with caution as it implies that there are clear cut criteria which warrant a student being included in a particular category. In contrast, when data is gathered for the Scottish school census a student can be included in more than one category. This may be in recognition of the lack of clear-cut boundaries between different types of difficulties; however, it creates problems when interpreting the data as there is no individual level pupil data published. These issues are discussed further below.

As can be seen in Table 2, it is possible to match the categories used in Castilla y León with the Scottish ones. It is evident that the match between some of the categories is more straightforward than for others. Normative categories such as visual, hearing and physical/motor impairments are the most clear-cut examples. It is difficult to match the Spanish term *Trastornos generalizados del desarrollo* to a Scottish one as there seems to be only one that fits in and that is Autistic spectrum disorder. The Spanish term includes a wider range of developmental disorders. The Scottish categories Mental health problems and Physical health problems do not fit in to the Spanish categories. This is also the case for the category Other as it lacks a clear definition. The definition given for this category is "Other ... refers to additional support needs which have been identified and are being supported but which do not fall within the subcategories of need collected in the pupil census. These may be needs which are of short-term duration, or which do not need significant differentiation of learning and teaching to overcome barriers to learning" (Scottish Government, 2017). The category Spanish *Plurideficiencia* which refers to more than one disability does not seem to have an equivalent Scottish category.

Table 2: Classification of additional support needs: a comparison between Castilla y León and Scottish categories (earlier system)

Spanish categories	Translation	Scottish categories
1. Alumnados que presenta necesidades educativas especiales (Alumnado con necesidades educativas especiales):	Students who have special educational needs	
1. A Discapacidad auditiva: <i>hipoacusia media, severa y profunda</i>	Hearing disability	Hearing impairment
1. B Discapacidad motora: <i>discapacidad física, motórica y no motórica</i>	Motor/physical disability	Physical or motor impairment
1. C Discapacidad intelectual: <i>leve, moderada, grave, profunda</i>	Intellectual disability	Learning disability
1. D Discapacidad visual: <i>deficiencia visual y ceguera</i>	Visual disability	Visual impairment
1. E Trastornos generalizados del Desarrollo: <i>trastorno autista, trastorno de Rett, trastorno de Asperger, trastorno desintegrativo infantil y trastorno generalizado del desarrollo no especificado</i>	General developmental disorders (including autism)	Autistic spectrum disorder
1. F Trastornos graves de conducta/personalidad: <i>Trastorno por déficit de atención con hiperactividad, trastorno disocial, trastorno negativista desafiante, y trastorno del comportamiento perturbador no especificado</i>	Significant conduct/personality disorders	Social, emotional and behavioural difficulty
1. G Plurideficiencia: <i>Más de una discapacidad</i>	Multiple disabilities	No Scottish equivalent
2. Alumnado con altas capacidades intelectuales: <i>Superdotación intelectual, talento simple o complejo y precocidad intelectual</i>	Students with higher intellectual abilities	More able pupil
3. Alumnado con integración tardía en el sistema educativo español: <i>Inmigrantes con desfase curricular</i>	Student with delayed integration into the Spanish education system	Interrupted learning
4. Otras categorías de alumnado con necesidad específica de apoyo educativo	Other categories of student who require specific educational support	
4. A Retraso madurativo ¹ : <i>Retraso en E. Infantil</i>	Delayed development	
4. B Trastornos del desarrollo del lenguaje y la comunicación: <i>Trastornos de la comunicación y del lenguaje significativos (afasia, disfasia, mutismo selectivo, disartria, disglosia, disfemia y retraso simple de la comunicación y del lenguaje no significativos (dislalia y disfonía)</i>	Language or communication developmental disorders	Language or speech disorder
4. C Trastornos del aprendizaje: <i>Dislexia, disortografía, discalculia, dificultades de lectoescritura y capacidad intelectual límite</i>	Learning disorders/difficulties	Dyslexia Other specific learning difficulty Other moderate learning difficulty
4. D Desconocimiento grave de la lengua de instrucción: <i>Inmigrantes con desconocimiento del idioma</i>	Limited knowledge of the language of instruction	English as a second language
4. E Situación de desventaja socio-educativa: <i>Especiales condiciones personales (hospitalización, convalecencia prolongada) y especiales condiciones geográficas, sociales y culturales (ambiente desfavorecido, exclusión social, temporeros, aislamiento geográfico)</i>	Social and educational disadvantage	Young carer, Bereavement, Substance misuse, Family issues, Risk of Exclusion, Looked after
Scottish categories that do not match well to Spanish categories		
		Physical health problems
		Mental health problems
		Other

Source: Ministerio de Educación y Formación Profesional (2018) and Scottish Government (2017).

Note:

1. 'Retraso madurativo' is only used as a category for preschool children.

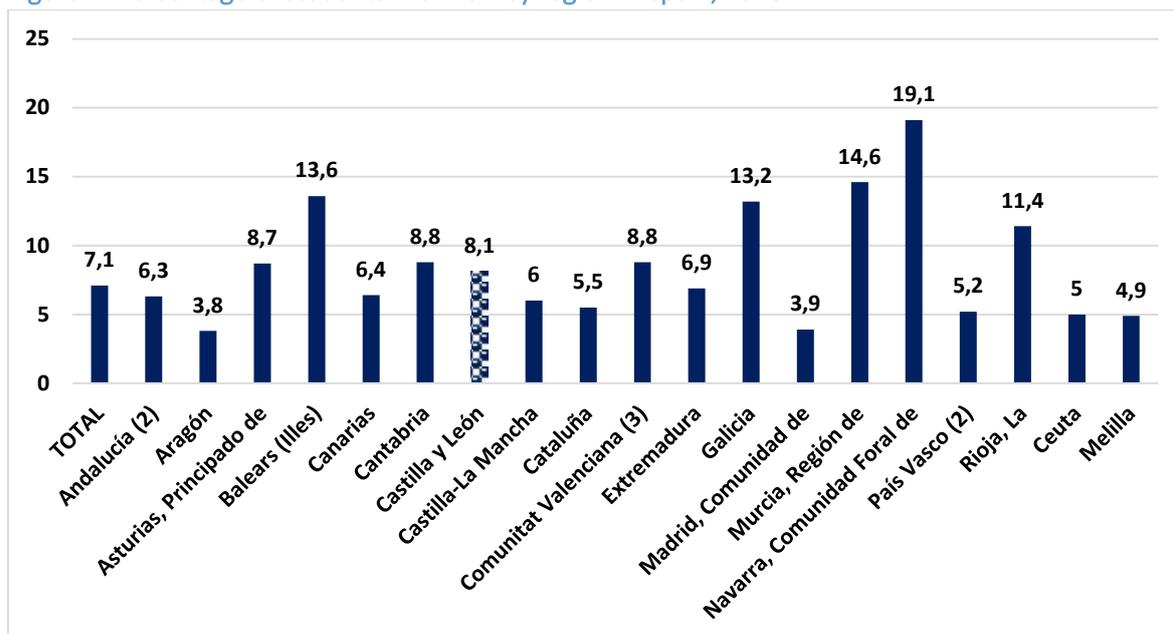
5. Data on additional support needs in Spain, Scotland and Castilla y León

5.1. Spain: overview

This section looks at data on ASN in Scotland and Castilla León and, wherever possible, compares incidence rates. It should be noted that these comparisons are not exact but are approximations to consider the main similarities and differences between the two regions. A brief overview of overall rates by region for the whole of Spain is also included to demonstrate that there is some variation within Spain in identification of ASN as can be seen in Figure 1. Most of the students with ASN are integrated in mainstream institutions. The average for Spain is 83.5% and the percentage for Castilla y León is 85.9%. Students not integrated are either in other institutions or separate units. The statistics from Spain cover a wider range of educational institutions as it includes pre-school and a number of vocational courses. The main emphasis in this paper will be on primary and secondary education. In addition, the Spanish data include information on public as well as private education in state funded private schools.

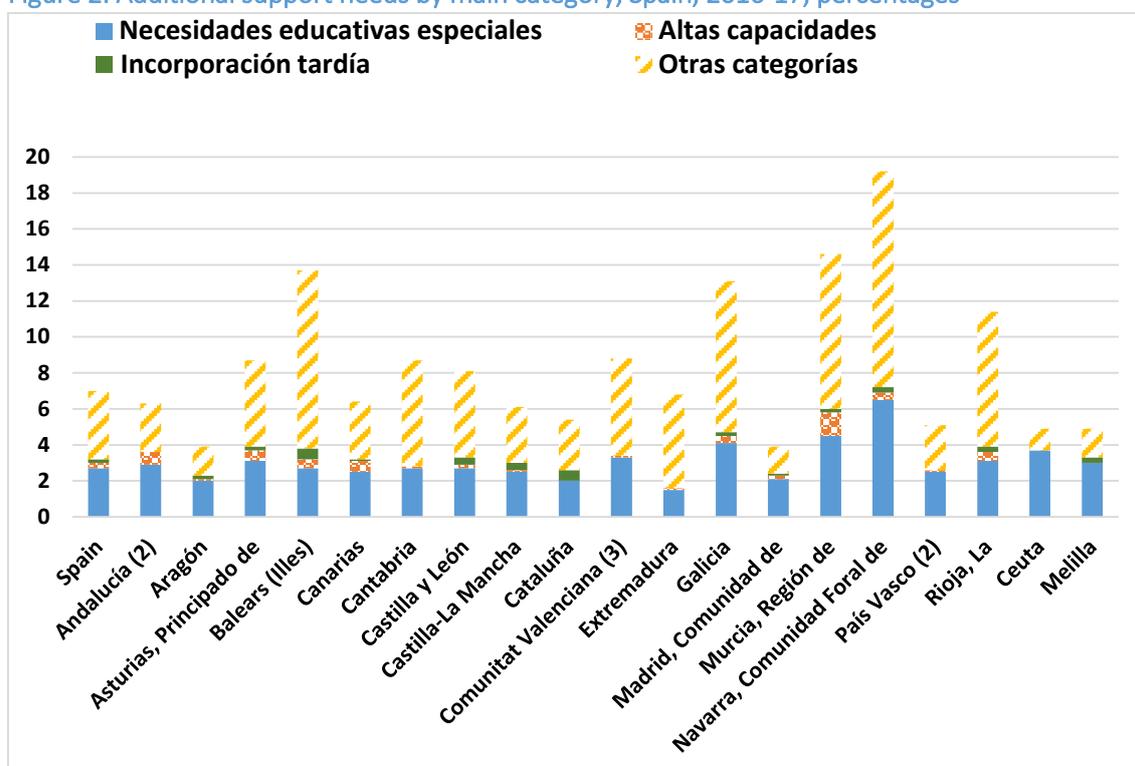
In Spain, as discussed above, additional support needs are grouped into four main categories with subdivisions within each of these. Figure 2 shows the distribution of ASN within these four groups. In most regions the greatest proportion of those with ASN are in the 'Otros' group which includes specific learning difficulties. It is only in Andalucía, Aragón, Madrid, País Vasco, Ceuta and Melilla that this is not case where the largest category is 'necesidades educativas especiales'.

Figure 1: Percentage of students with ASN by region in Spain, 2016-17



Source: Ministerio de Educación y Formación Profesional (2018).

Figure 2: Additional support needs by main category, Spain, 2016-17, percentages

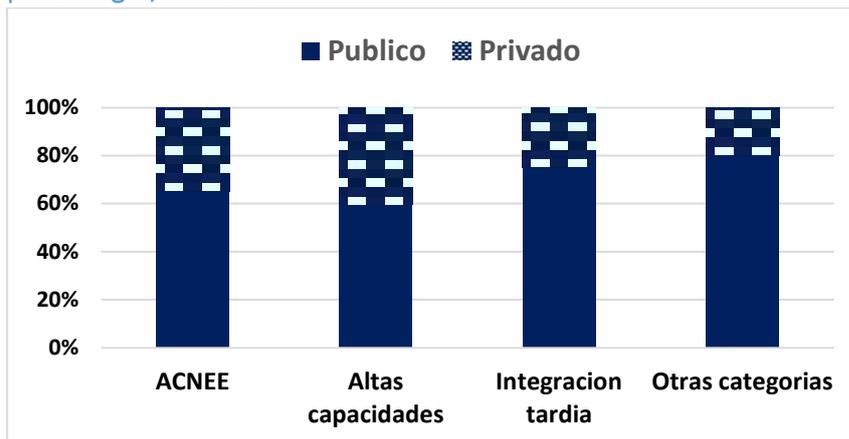


Source: Ministerio de Educación y Formación Profesional (2018).

5.2. Castilla y León and Scotland

This section provides an overview of the publicly available statistics on ASN in Castilla y León and Scotland, including a breakdown by area within each region. The Castilla y León statistical datasets are organised by the four main groups of ASN (see section 3 above) with subdivision within each. To identify the total number of pupils with ASN the totals from each of these four main groups have been used. These overall totals include all types of provision from pre-school to upper secondary and all types of provision: public, private state-supported and private not state-supported. Figure 3 shows the distribution of students with ASN by public or private institution. As can be seen most students are in public schools, especially those from ‘Otras categorías’ and ‘Incorporación tardía’. The Scottish data come from the annually published pupil census which provides additional tables including data relating to ASN.

Figure 3: Placement of students with ASN by type of provision and main group of ASN, percentages, 2016-17

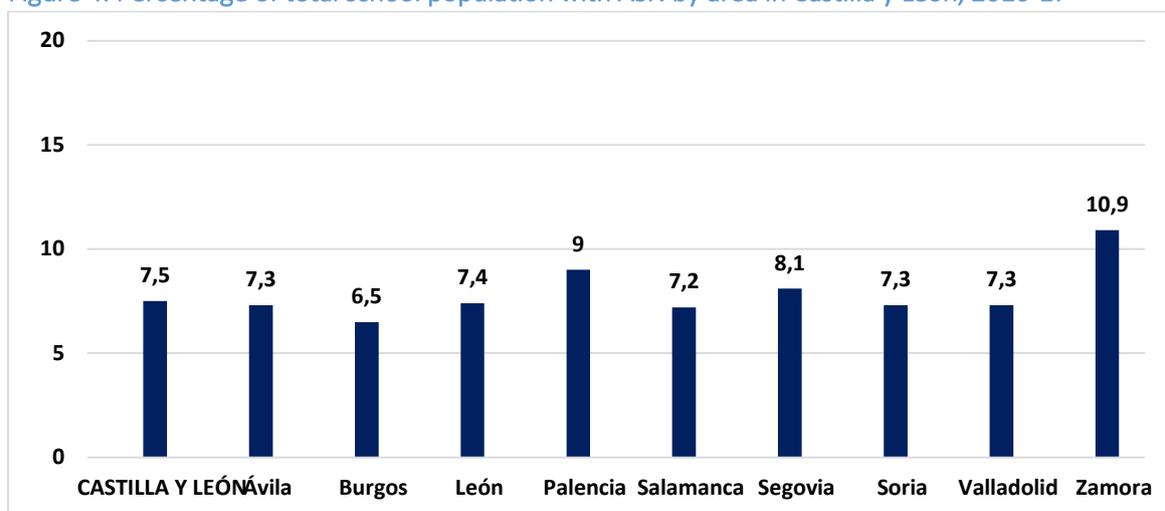


Source: Ministerio de Educación y Formación Profesional (2018).

Figures 4 and 5 show the incidence rate of ASN by area in Castilla y León and by local authority in Scotland. There are nine areas in Castilla y León. They differ in size: Soria has a school population of 13,346 whilst Valladolid, the largest, has a population of 83,677. Zamora, the second smallest area in terms of student population has the highest proportion of students with ASN. Burgos has the lowest but is the second largest in terms of student population. The average rate for Castilla y León is 7.5% which is significantly lower than the Scottish rate of 25.9%. This may well be due to the criteria for identifying ASN. The variation between the local authorities is considerably greater than in Castilla y León. The lowest rate (13.6%) can be

found in Angus which has a school population around 7,000. The highest rate is in Aberdeenshire where the overall population is nearly 16,000 and the rate of ASN is 40%.

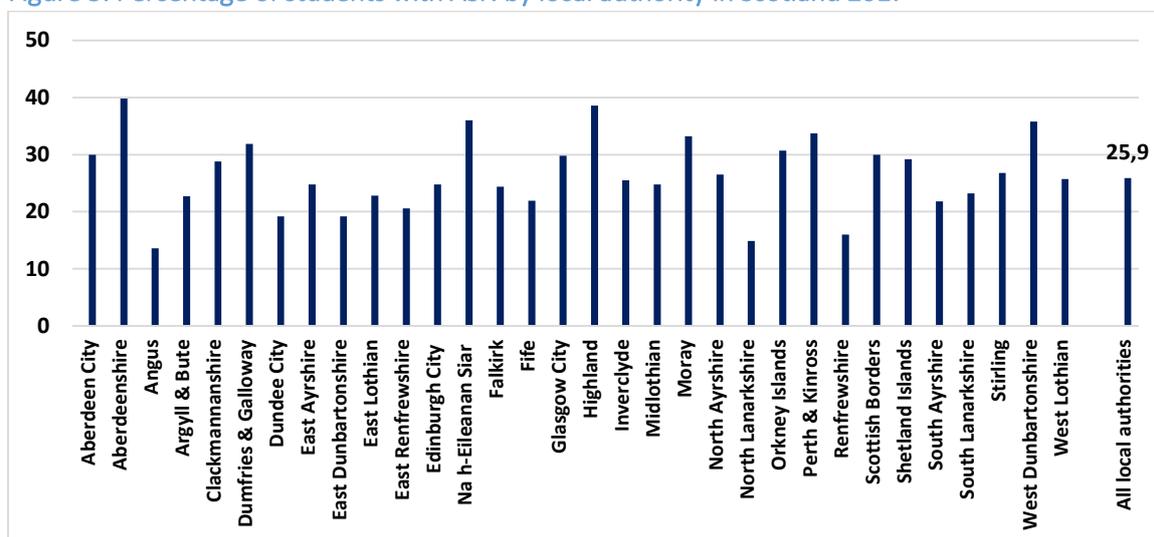
Figure 4: Percentage of total school population with ASN by area in Castilla y León, 2016-17



Source: Ministerio de Educación y Formación Profesional (2018).

Notes: Percentage of ASN students in each area is a percentage of the total population within that area.

Figure 5: Percentage of students with ASN by local authority in Scotland 2017



Source: Scottish Government (2017).

5.3. Comparison of incidence rates of specific additional support needs between Scotland and Castilla y León

The following two figures (6 and 7) show the incidence rate of different types of additional support needs for each jurisdiction; Table 3 brings the data from the two regions together for each type of ASN and show the rate in each region. The shading in Table 3 indicates where differences in incidence rate are small (1% or less), these are shaded in green; those that are greater than 5% are shown in grey and those where there is more than one Scottish category associated with a single Spanish one, are shaded yellow. There are three Scottish categories (Other, Mental health problem and Physical health problem) that do not fit well into the Spanish categories; equally the Spanish category Plurideficiencia does not correspond well to a Scottish category. Finally, the category Visual impairment has not been shaded. Although the difference between the two jurisdictions is greater than one per cent it is possible that this can be accounted for pupils in Scotland appearing in more than one category. This highlights one major difference between the two jurisdictions. In Castilla y León, a student is recorded in one category of need. In Scotland, students can be recorded in more than one category. For example, a student with Dyslexia and Other specific learning difficulty may be recorded in both. This means that comparison between the incidence rate of specific categories is difficult. The rate for each type of need is calculated as a percent of students with that particular ASN in relation to the total ASN population.

Table 3 shows that there are similar incidence rates between four of the categories: Hearing impairment, Physical or motor impairment, Learning disability and More able pupil. The difference is somewhat greater between those with a Visual impairment. The higher rate in Scotland might be due to recording of needs in more than one category. In 2005, when only the main category of need was recorded the incidence of Visual impairment was 1.5%. The increase is likely to be caused by the number of students with complex needs who also have a visual impairment. When the change was made to record students in all the areas where they needed support, the figure for those with visual impairment increased (Weedon et al, 2012).

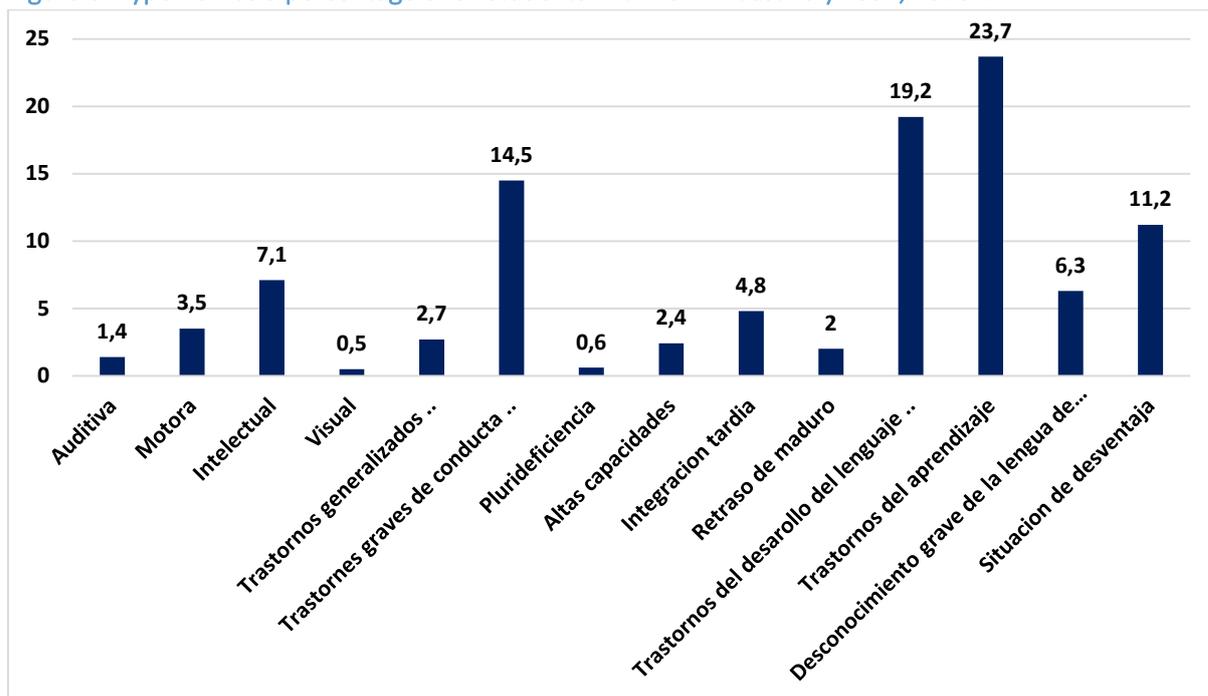
There are four categories with considerably greater differences, those shaded in grey. Autistic spectrum disorder, Social and emotional and behavioural difficulties and English as a second language have a much higher incidence rate in Scotland; whilst the rate is much higher in Castilla y León for those with Language and speech disorder. The difference in incidence rate in relation to English as a second language could be due to different immigration patterns in the two jurisdictions. It may also be due to recording differences as the Spanish category refers to 'significant lack of knowledge' whilst the Scottish term includes those whose home language is

not English but amongst this group there may well be students who are relatively proficient in English.

The two categories shaded in yellow are particularly problematic when attempting to compare rates. In Castilla y León, the category Trastornos del aprendizaje corresponds to three Scottish categories: Dyslexia, Other specific learning difficulty and Other moderate learning difficulty. If the percentages in each of these Scottish categories are added they account for 38% compared to 23.7% in Castilla y León; however, this fails to take into account the likelihood that students will have been 'double counted', meaning that the same student may be included in two of these categories or possibly even all three. The Data Collection Documentation provided to schools for completing the Pupil census data advises that the category Other moderate learning difficulty is used as default for any moderate learning difficulty but does not provide further advice. As a pupil with Dyslexia and or Other specific learning difficulty may well be considered to have a moderate learning difficulty it may well be that pupils are entered more than once in these three categories (ScotXed, 2018).

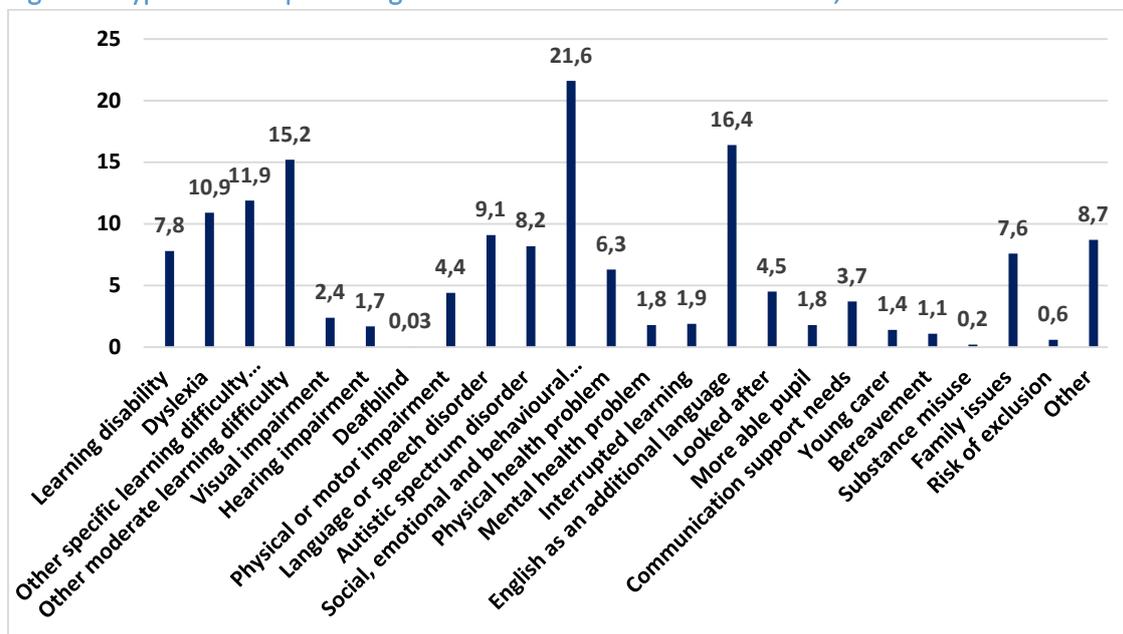
The second problematic category in relation to comparison is Situación de desventaja socio-educativa used in Castilla y León which corresponds to six Scottish categories: Young carer, Bereavement, Substance misuse, Family issues, Risk of Exclusion and Looked after. Here the difference is not as great as for the previous one and if it was possible to remove the double counting there may be greater correspondence.

Figure 6: Type ASN as a percentage of all students with ASN in Castilla y León, 2016-17



Source: Ministerio de Educación y Formación Profesional (2018).

Figure 7: Type ASN as a percentage of all students with ASN in Scotland, 2017



Source: Scottish Government (2018).

Table 3: Comparison of different incidence rates between Scotland and Castilla y León

Castilla y León			Scotland		
% ASN	7,5%		25.9%		
	Minimum	Maximum	Minimum	Maximum	
	6,5% Burgos	10.9 Zamora	13.9% Angus	39.8% Aberdeenshire	
	Difference of: 4.4%		Difference of: 25.9%		
Discapacidad auditiva	1,4%		1,7%		Hearing impairment
Discapacidad motora	3,5%		4,4%		Physical or motor impairment
Discapacidad intelectual	7,1%		7.8		Learning disability
Discapacidad visual	0,5%		2,4%		Visual impairment
Trastornos generalizados del Desarrollo	2,7%		8,2%		Autistic spectrum disorder
Trastornos graves de conducta/personalidad	14,5%		21.6%		Social, emotional and behavioural difficulty
Plurideficiencia	0,6%				
			1.8%		Mental health difficulties
			6.3%		Physical health problem
Alumnado con altas capacidades intelectuales	2,4%		1,8%		More able pupil
Alumnado con integración tardía en el sistema educativo español	4,8%		1,9%		Interrupted learning
Trastornos del desarrollo del lenguaje y la comunicación	19,2%		9,1%		Language or speech disorder
Trastornos del aprendizaje	23,7%		38,0 % = 10,9% + 11,9% + 15,2%		Dyslexia + Other specific learning difficulty + Other moderate learning difficulty
Desconocimiento grave de la lengua de instrucción	6,3%		16,4%		English as a second language
Situación de desventaja socio-educativa	11,2%		15.4% = 1,4% + 1,1% + 7,6% + 0,2% + 0,6% + 4,5%		Family issues, Risk of Exclusion, Looked after Young carer, Bereavement, Substance misuse,
Other			8.7%		

Source: Elaboración propia a partir de Ministerio de Educación y Formación Profesional (2018) and Scottish Government (2017)

This comparison shows that there are some similarities in the incidence rates of different types of ASN but it has also highlighted several differences. In addition, it is clear that direct comparison is problematic due to the different methods of recording such as students being entered in more than one category in the Scottish system. While comparison between specific categories is difficult, the overall incidence rate can still be compared as the Scottish data is based on a single count of each child recorded as having ASN. This highlights striking differences between the overall rates for the two regions. A further difference is that variation within the region is much higher in Scotland than in Castilla y León. The difference in overall incidence rate is 18.4%; the variation between the local regions is 4.4% in Castilla y León and in Scotland it is 25.9%.

6. Conclusion

The paper aimed to explore the administrative data gathered in Castilla y León and Scotland relating to students with additional support needs in publicly maintained schools. It has shown that although many of the diagnostic categories are similar, direct comparison is problematic due to different interpretations in different contexts. That this is the case is evident when looking at the overall rates which are significantly different between the two jurisdictions.

In terms of the diagnostic categories, Scotland has a larger number of categories – 24 – compared to 14 used in Castilla y León; however, the categories used in Castilla y León include sub-categories. For example, Trastornos del aprendizaje includes dyslexia, dyscalculia and other difficulties associated with specific learning difficulties. In Scotland there are three categories associated with this single Spanish category. Comparisons in the rates are seriously problematic as not only are there three separate categories but students in Scotland can be recorded in more than one of these categories as discussed in Section 4.

While the variation in incidence rates in some of the diagnostic categories can be explained by students allocated to more than one category in Scotland, the difference in overall ASN incidence rate is not due to this practice. The overall count in Scotland is based on a 'headcount' which means that each student is only counted once in the overall total. This is therefore directly comparable to overall numbers in Castilla y León and there are significant differences between the rates overall. In Castilla y León the average is 7.5%, this ranges from the lowest in Burgos at 6.5% to 10.9% in Zamora. The difference between the highest and lowest is 4.4%. In contrast, in Scotland the overall rate is 25.9%, ranging from 13.9% in Angus to 39.8% in Aberdeenshire. Here the variation is 25.9%. This would suggest that there is much

greater variation within Scotland when identifying and recording additional support needs. That this is a plausible explanation is supported by an examination of the documents giving guidance on recording students with additional support needs. A Castilla y León additional support needs document (Junta de Castilla y León, 2017, Instrucción de 24 de Agosto de la Dirección General Innovación y Equidad Educativa) sets out clear requirements to schools for recording additional support needs indicating what type of supporting evidence is needed. For example, for a student to be recorded as having specific learning difficulties ('dificultades de aprendizaje ...') a report from an educational psychologist is required (informe de evaluación psicopedagógica); in Scotland the advice given is to record any student as dyslexic 'if the child/young person has had Dyslexia identified or support is being provided to a pupil who may exhibit dyslexic characteristics' (pp. 66-67, ScotXed, 2018, author's italic). Although opinion may vary in terms of the definition of dyslexia among educational psychologists, it is likely that the definition and criteria used to identify dyslexia will show less variation than among the range of individuals who may identify a child as dyslexic in Scotland.

To summarise, it is clear that several of the diagnostic categories are common to both countries and likely to be used in other countries; however, their interpretation is likely to vary making direct comparison problematic. This is particularly problematic for organisations such as Eurostat or the OECD that attempt to make cross country comparisons. If the categories, criteria and diagnostic tools vary then any comparison has to be treated with caution. It also illustrates the underlying imprecise nature of numerical data which on the surface can look like 'hard facts'. It should also be noted that this variation can be problematic at an individual level for families that have to move across boundaries and require additional support for the children.

7. References

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Appendix. Table A1: Categories used to identify additional support needs in Scottish state-maintained schools

Reason for support	Spanish translation (label)
Learning disability	Discapacidad intelectual
Dyslexia	Dislexia
Other specific learning difficulty (e.g. numeric)	Otros trastornos del aprendizaje (por ejemplo, discalculia)
Other moderate learning difficulty	Otras dificultades de aprendizaje leve y moderada
Visual impairment	Discapacidad visual
Hearing impairment	Discapacidad auditiva
Deafblind	Discapacidad visual y auditiva
Physical or motor impairment	Discapacidad física o motora
Language or speech disorder	Trastornos del lenguaje y la comunicación
Autistic spectrum disorder	Trastorno autista
Social, emotional and behavioural difficulty	Trastornos social, emocionante y de conducta
Physical health problem	Dificultades de salud física
Mental health problem	Dificultades de salud mental
Interrupted learning	Aprendizaje interrumpido
English as an additional language	Inglés como segundo lenguaje
Looked after	Cuidado' Se refiere a niños que viven con su familia, pero tiene un orden de supervisión obligatoria o niños que no viven con su familia propia
More able pupil	Estudiante con altas capacidades
Communication support needs	Necesita apoyo con comunicación
Young carer	Joven cuidador. Se refiere a niños que cuidan por una persona en su familia
Bereavement	Duelo
Substance misuse	Mal uso de drogas (sustancia)
Family issues	Problemas familiares
Risk of exclusion	Riesgo de exclusión
Other ¹	Otros

Source: Scottish Government, Pupil Census, additional tables

Note: 1. 'Other' type refers to additional support needs which have been identified and are being supported but which do not fall within the subcategories of need collected in the pupil census. These may be needs which are of short-term duration, or which do not need significant differentiation of learning and teaching to overcome barriers to learning'. (Scottish Government, Pupil Census, 2018, supplementary data)