

Rules on inclusion

Development and learning of students should as far as possible take place in the ordinary education

The public school must basically accommodate learning and well-being of all children. Children with special needs should as far as possible not be separated into special educational services but taught together with their peers in the ordinary education. It should happen with the necessary support and aids.

Education which supports inclusion

To support development and learning of the students in far as possible can take place in the ordinary education, municipalities and schools have opportunity to give support to students and organize teaching in ways, which can support the inclusion of students with special needs in the ordinary class.

Team formation, teaching differentiation and supplementary teaching can be used, among other things. There can also be used two teacher schemes and teaching assistants, which can support the individual student and the class.

Educational support

Children, who need support, and who cannot be supported solely by using teaching differentiation and team formation should be offered supplementary education or other educational support. Read more [§ 3a and § 5, stk. 6 in the Primary Education Act \(retsinformation.dk\)](#).

The decision about supplementary education and other educational support can be started by the school without inclusion of pedagogical-psychological counselling (PPC).

Personal support and technical aids

Students, who have practical difficulties in connection with the schooling must have personal assistance to follow the education.

The students must have the necessary training tools and technical aids provided free of charge, so they can use them in both the school and recreational time. The school must ensure that the individual student is instructed in using the aid and gets software downloaded to the IT-backpack.

Responsibility of the School Principal

It is the school principle at the individual school, who has the responsibility to assess, if the school can accommodate special needs of the student within the frameworks of the ordinary education.

Pedagogical psychological assessment

The school principal can – after consultation with the parents – ensure a pedagogical psychological assessment of the child. The principal must professionally assess whether it is necessary with such

an assessment in order to be able to organize a teaching offer that corresponds to the need of the child.

The parents can also ask the school principal to refer to a pedagogical-psychological assessment.

The decision of the school principal regarding support and use of PPC is a decision, which is covered by the Administration Act, thus the parents can demand to get a written reasoning for the decision, if the decision does not give them full satisfaction.

Special education

Students with need for support in less than nine weekly hours are not included by the rules about special education.

Special education and other special educational assistance

What is Inclusion?

The goal of inclusion is to retain the students in the community of children, so children with special needs are not separated to special educational programs but taught in the ordinary class with the necessary support and aids.

The objective of inclusion entails that the students are a part of the academic and social community, a social progression occurs, and the well-being of the students is preserved.

What is special education?

Special education is education in special schools and special classes and education in the ordinary class, where the student gets support for at least 9 weekly hours.

Children with extensive need for special for special educational support due to severe physical or mental disabilities should be referred to special education. The special education follows the general provisions of the Primary School Act in relation to range of subjects. Common Goal, number of lessons, student plans, national tests and graduation tests.

How is special educational assistance implemented?

Referral to special education should happen after pedagogical-psychological counselling in consultation with the student and the parents. Implementation of special educational assistance generally requires a three-step process.

1. A recommendation for the Pedagogical-Psychological Counselling (PPC). The recommendation is given by the class teacher through the principal of the school, the municipal healthcare service, the parents of the student or the student themselves. The recommendation must describe the reason why implementation of an assessment of the need for special educational assistance, as well as which forms of support have been granted.

2. A pedagogical-psychological assessment. The purpose of the assessment is to highlight the academic, personal and social potentials and skills of the student in order to provide advice to the school, the pupil and the parents, and support to the continued education of the student in relation to the special needs and prerequisites of the student. The pedagogical-psychological assessment is made by the PPC unit of the municipality.

3. Decision on implementation of special pedagogical assistance. The decision is made on the basis of the pedagogical-psychological assessment and after consultation with the parents by either the principal of the school in case of services at the school in question, or the municipal board in case of referral service outside the school in question.

Where do I go, if my child does get the help that he/she needs?

If you believe that your child is not getting the help that he/she needs, you should first and foremost talk with the school of the child.

You can among other things discuss with the school, how the school will accommodate the educational need of the child in the ordinary education – for example, in time for the supportive teaching, through education differentiation or team formation. Also discuss with the school whether your child needs other academic support or aids in the ordinary education. There can also be need for supplementary education outside the ordinary education.

If your child has extensive support need, it must be considered, if there is need for special education or other special pedagogical assistance.

It is the school principal, who after pedagogical-psychological counselling, and in consultation with the student and the parents decides, if a student should be referred to a special education within the framework of the school.

If your child should be referred to a special class in another school or a special school, it is the municipal board that makes the decision.

Decisions on special education by the school principal and the municipality can be brought to the Board of Appeal for Special Education (ast.dk). The deadline for complaints is four weeks.

Where can I find information about my opportunities to appeal?

You can get information at The Board of Appeals for Special Education (ast.dk) about appeal options.

The Board of Appeals can also be contacted on phone 33 41 12 00, e-mail: ast@ast.dk.

What is special pedagogical assistance?

Special pedagogical assistance includes measures, which are necessary for participation of the students in the education, or which helps promote the purpose with the education of the student. Special pedagogical assistance is defined in §1 of the Executive Order (retsinformation.dk).

The special education is a part of the special pedagogical assistance in the Primary School which includes:

- Special pedagogical counselling to parents, teachers or others, whose effort has significant importance for the development of the student.
- Special educational material and technical aids, which are necessary in connection with the education of the student
- Education in subject and subject areas, which are organized with special regard to the learning conditions of the student
- Education and training in modes of operation and working methods, which can help the student with managing despite their function difficulties
- Personal assistance to face practical difficulties in connection with the schooling.
- Specially organized activities.

May special educational assistance be organized in parallel with the regular teaching of the class.

Basically, the special educational assistance must be organized, so the student does not miss the subject teaching. However, the special educational assistance is organized obligation, so the support occurs parallelly with the ordinary class time, cf. Executive Order no. 693 from June 20, 2014, §9 (retsinformation.dk).

This organizational form may only be used, if the principal of the school based on the pedagogical-psychological assessment and in consultation with the parents assess that the student does not get the necessary benefit of the two following organizational forms:

1) That the special pedagogical assistance is organized as support in at least 9 lessons (a lesson is 60 minutes of learning) per week to the individual student. Or 2) that the special pedagogical assistance is organized as support in the class and which specially organized education outside the ordinary education time (supplementary education).

If the support in a period is provided parallelly with another education, it should be ensured that the special education of the student is coordinated with ordinary education, and that supplementary education may be provided, so the student is not deprived of the opportunity to follow class teaching.

What should the parents be informed about in written form?

The parents must contribute centrally throughout the course regarding implementation of special educational assistance for their children. The parents should be informed in writing about all options for Pedagogical Psychological Counselling (PPC), if the pedagogical-psychological assessment and if decision about implementation of special educational assistance.

Additionally, the parents must be informed about appeal options in relation to the assigned support. Finally, the parents follow the schooling of the student through the student plan. The student plan must form the basis for, how the school and the parents can cooperate on schooling of the student. The purpose is to strengthen the basis for the planning and organizing of the education, including the ongoing evaluation in relation to the subjects, just like exceptions and exemptions regarding test and graduation tests can be included in the student plan.

If a child lives in a municipality, but goes to school in another municipality, which PPC then has the obligation to server the child?

If a child goes to school in another municipality, it is pedagogical-psychological counselling of the municipality of the school, which has the duty to serve the child.

The school municipality cannot make a referral to a more extensive special education offer than the offer, which the municipality of residence has referred the child to. The decision of, whether the offer is more extensive is made by the municipality of residence.

What does the pedagogical-psychological assessment include?

The pedagogical-psychological assessment includes, besides an assessment of competences of the student, also a proposal for the detailed scheme of the special educational assistance in relation to the individual student cf. §3, pcs. 6 of the Executive Order. If there cannot be reached an agreement with the parents, the pedagogical-psychological assessment must explain this cf. §3, pcs. 3 in the Executive Order.

The pedagogical-psychological assessment can be initiated by a recommendation being submitted about the need for special educational assistance of the child in question, This recommendation can be given by the class teacher through the principal of the school, the municipal healthcare service, the parent of the student or the student.

The recommendation can describe the purpose for an assessment of the need of special educational assistance, as well as which forms for support is granted.

When do parents have a right to get a PPC-assessment of their child?

Parents, who believe that their child needs support for at least 9 lessons per week, and support in special class or at special school can ask for a pedagogical-psychological assessment of their child.

If parents to children with need for less than 9 lessons per week believe that a pedagogical-psychological assessment of their child is needed, they may ask the school principal to refer the child. The school principal will that assess whether there is academic basis for a pedagogical-psychological assessment.

How can the students, who are no longer included by the provisions on special educational assistance, receive support with the frameworks of the ordinary education?

Children who need support, and who cannot only be supported using education differentiation and team formation and supplementary education or other academic support in accordance to §5, pcs. 5 of the Primary School Act.

To support that development and learning of these students as far as possible occurs in the ordinary education, there can be used education differentiation, team formation and supplementary education or other educational support. There can also be used two teacher schemes and education assistants that both can help the individual student and the class.

Additionally, by the decision of the municipality or the school there can be provided personal assistance to the student in order to help the student overcome practical difficulties in connection with the schooling.

It can for example be in form of help to students with physical disabilities, where the student needs a personal helper in various practical situations.

What should happen with the students, who are no longer included by the provisions on special educational assistance?

It appears from the draft of Act no. 379 from April 28, 2012 that it still is the responsibility of the municipality to give all students in the Primary school an adequate educational service in accordance with the purpose of the primary school – also students with special needs, who previously have received special educational assistance.

Is it the goal that all children should be included in the ordinary primary school?

The primary school should be for all children. The goal is therefore that fewer children receive special education, and more children join in the ordinary education with the necessary support measures. The children, who have needs for special education in special classes and in special schools should still have it offered.

In the school year 2013/14, 4.8 percent of the students in the primary school received special education in special classes and at special schools. In 2015, the goal is 4 percent of the children. It corresponds to just under eight students per school still should be a part of the ordinary education or should move from a special class or special school into an ordinary class.

What about the economy?

Students, who no longer receive special education will instead be included by the provisions on supplementary education and other educational support and personal assistance. It is in this respect implied that materials and aids are made available to the extent necessary. Therefore, there will be no deterioration in the education services for the students.

The municipalities are expected on the other hand to prioritise released resources from the field of special education to increased inclusion in the primary school and to a general strengthening of the normal area.

The government and KL agree on following the development closely, so there can be reacted, if it generally turns out that the students do not get the support, they are entitled to.

Which role can the School Board play in terms of inclusion?

The School Board sets principles for business of the school. The principles are among other things about organising of the education, including number of lessons on each class step, the length of the school day,

selection of electives, special education at the school, placement of the students in classes and the distribution of work between the teachers.

The School Board can set the principles, so they support inclusion of several students in the ordinary education of the school.

Where can I get to know more about inclusion?

You can read more about inclusion on emu.dk.

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Contact

Center for Primary School

Contact us from 9-12

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