

Swedish
school for
new arrivals

Engelska



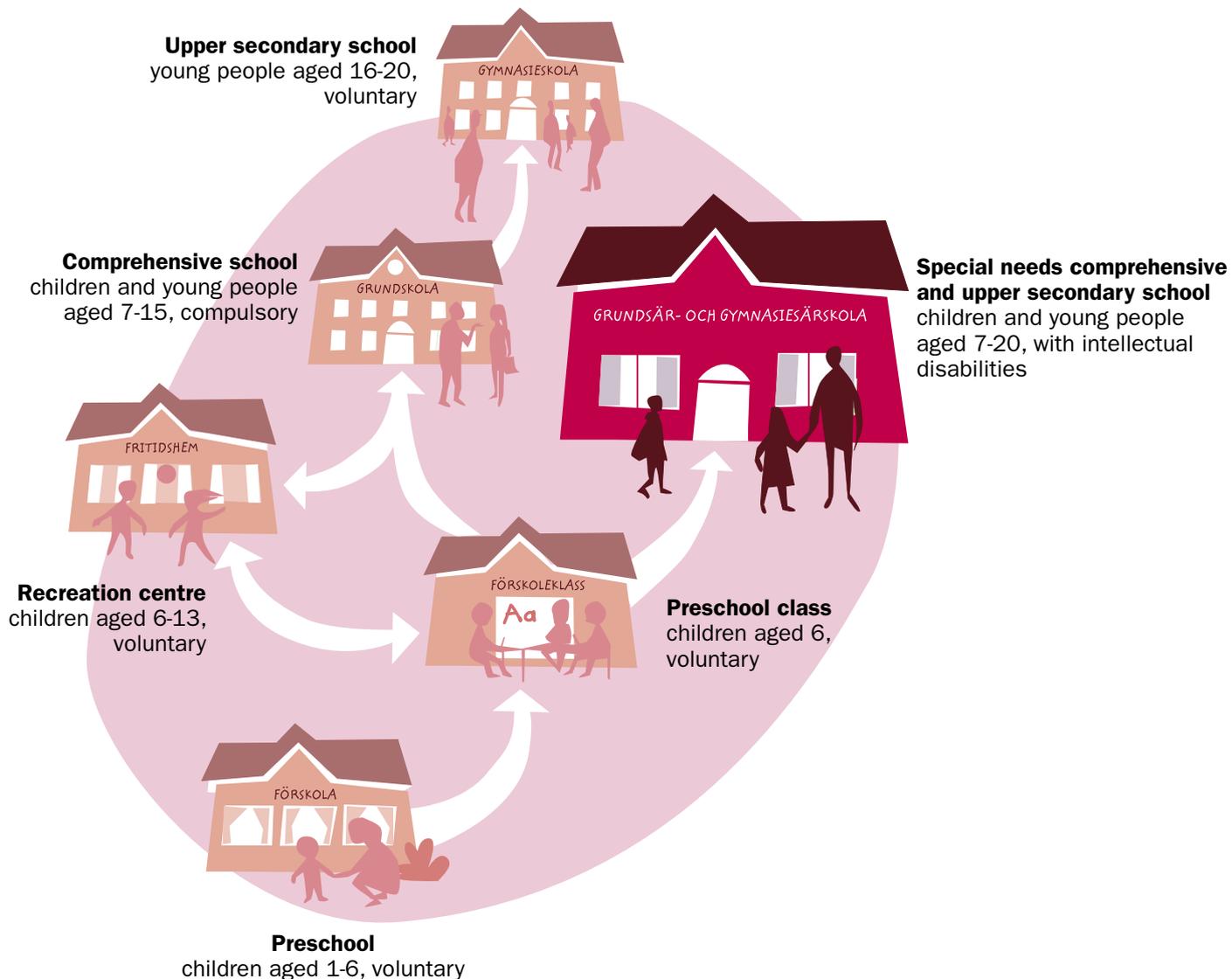
For children and young people aged 7-20

Special needs comprehensive and upper secondary school



Skolverket

This is the Swedish education system



Children may attend preschool from the time they are 1 year old. Play is an important element of preschool. When they turn 6, children may attend preschool class. Both preschool and preschool class are voluntary.

All children attend comprehensive school from about the age of 7. Comprehensive school is compulsory, and compulsory schooling applies for years 1-9.

Most young people then attend upper secondary school for three years. New arrivals who have

received a permanent residence permit are entitled to begin their upper secondary education before the end of the spring term in the year they turn 20; for asylum seekers this limit is the year they turn 18. However, there are also certain requirements for recognised grades from earlier education.

Upper secondary school prepares pupils for university or university college, or for going on to employment without further education.

Special needs comprehensive school

For children and young people with intellectual disabilities

Nine-year comprehensive schooling is compulsory in Sweden. Most children begin year 1 in the autumn of the year they turn 7. Each academic year has an autumn and a spring term.

Children with intellectual disabilities are not always able to manage ordinary comprehensive school. In that case, the child can instead attend a special needs comprehensive school. This is a separate form of schooling, providing education which is adapted to each pupil's circumstances and needs. Every pupil is entitled to personal development at school and to experience the joy of making progress.

If a pupil at a special needs comprehensive school has not attained the necessary knowledge requirements after nine years, he/she is entitled to a further two years of study to try to achieve them.

A review must be carried out before a pupil begins special needs comprehensive school. Pedagogical, psychological, medical and social assessments are made.

The school must consult with the child's parents, who must also give their consent before the child is enrolled. It is also important to take the child's own opinions and feelings into account.

In addition to providing knowledge, special needs comprehensive school programmes must contribute to pupils' personal development and sense of community, as well as providing a good foundation for their participation in society.

After special needs comprehensive school, pupils can go on to four-year special needs upper secondary school. Unlike special needs comprehensive school, the upper secondary level is voluntary. Its aim is to teach the pupil to manage ordinary tasks in working life.

Both special needs comprehensive and upper secondary school are free. That means that parents do not pay anything for tuition, textbooks or other school material.



Special needs comprehensive school is adapted to the needs of each child

Special needs comprehensive school is flexible, adapting practice and learning to match the child's ability. Pupils study subjects or subject areas. Teaching may also include subjects from ordinary comprehensive school curricula, but with different require-

ments in terms of knowledge and pace. Training School focuses on children in special needs comprehensive school who have difficulties managing all or parts of the education by subject.

Grades and special needs comprehensive school certificates

If pupils or their parents wish to do so, pupils can be graded at the end of each term in years 6-9.

The grading scale in special needs comprehensive and upper secondary school is a five-point scale: A, B, C, D and E. A is the highest grade and E is the lowest. If the pupil does not fulfil the requirements

for an E, no grade is given. The F grade or cancelled fields are not used.

At the end of the programme, all pupils are given a special needs comprehensive school certificate which can be supplemented with a general study assessment.

Special needs upper secondary school

Before pupils begin special needs upper secondary school, the municipality makes a pedagogical, psychological, medical and social assessment to determine whether it is the right type of school for them. The home municipality must first examine whether the pupil belongs to the target group for special needs upper secondary education. This decision must be based on the same type of review as for special needs comprehensive school.

Special needs upper secondary school lasts for four years. There are national programmes and individual programmes to choose from. The goal of the education is for pupils to be able to manage ordinary tasks in working life, or to manage further education. Pupils who are unable to follow the teaching on a national programme follow an individual programme instead, adapted to each pupil's needs and circumstances.

Programmes must be designed to promote a sense of community. They must also develop the pupil's ability to obtain knowledge, both independently and together with others. All pupils must have an individual study plan.

National programmes in special needs upper secondary school

- Administration, trade and merchandise handling
- Aesthetic activities
- Real estate, construction and building
- Vehicle care and goods management
- Crafts and production
- Hotel, restaurant and bakery
- Health, nursing and care
- Community, nature and language
- Forest, land and animals

Subject areas in the individual programmes

- Aesthetic activities
- Domestic and consumer sciences
- Physical education and health
- Nature and environment
- Individual and society
- Language and communication

Pupils from special needs comprehensive school may also attend an introductory programme as an alternative to, or preparation for, special needs upper secondary school. The municipality is obliged to offer these pupils vocational introduction inputs and an individual option if this is the type of education they want. The municipality may also offer language introduction programmes.

How education is organised

Teaching on the national programmes in special needs upper secondary education is based on subjects that include different courses.

- Some subjects are included in all programmes. These are: English, Aesthetic activities, History, Physical education and health, Mathematics, Science studies, Religion, Social studies and Swedish or Swedish as a second language.
- Pupils also study a number of subjects related to their chosen programme. Each programme further offers various in-depth study courses. The idea behind these is for the pupil to learn more about a specific profession or subject.

- The pupil also chooses two courses as her/his individual choice.

All programmes include workplace learning. A special needs upper secondary education may also be undertaken as an apprenticeship programme, which means that at least half of it is carried out in a workplace.



Grades and special needs upper secondary school certificates

The special needs upper secondary school uses a five-point grading scale: A, B, C, D and E. A is the highest grade and E is the lowest. If the pupil does not fulfil the requirements for an E, no grade is given. The F grade or cancelled fields are not used.

All pupils attending a national programme in special needs upper secondary school conclude their education with a special needs upper secondary

school project. This is intended to show what the pupils know on the basis of what they have learned on the programme.

Once they have completed their programme, pupils receive a special needs upper secondary school certificate stating what they studied and what grades they received.

Choosing a school

If you would like help in choosing a school and a programme, speak to a study counsellor. There are study counsellors at all schools, both comprehensive and upper secondary.

Pupils may specify which school they wish to attend, in their home municipalities or elsewhere. The municipality has its own schools, but there are also independent schools. These may be run as a business, a foundation or an association. All schools

are free and impose the same knowledge requirements. Pupils attending special needs upper secondary schools are also entitled to extended children's allowance. If a pupil is enrolled in an introductory programme, this is a study grant instead.

Pupils wanting to attend a school in another municipality, or an independent school, apply for this in their home municipalities. In certain cases, boarding allowances can be provided.

Pupils have obligations as well as rights

All pupils must be able to influence decisions, take part and undertake responsibilities in school. Just like the rest of society, school is based on democratic values and principles.

At least once a term, each pupil and her/his parents meet the teacher to talk about the pupil's schoolwork. This is known as a personal develop-

ment dialogue, and involves talking about how things are going at school and if the pupil is happy there. This gives pupils the opportunity to influence and take responsibility for their schoolwork. The meetings are also an important opportunity for pupils and parents to raise any issues they might have.



Native language teaching and special support

Is your child's native language not Swedish? If so, your child is entitled to native language teaching if she/he has a good knowledge of the language and if you speak it at home. Native language teaching is arranged subject to the availability of teachers. Your child is also entitled to study guidance in her/his native language. For recent arrivals to Sweden, language introduction courses can also be arranged within upper secondary introduction programmes. Pupils who have attended special needs comprehensive school can receive support through an introduc-

tion programme, e.g. a vocational introduction or an individual option.

A pupil on a national programme in special needs upper secondary school who runs the risk of not achieving a grade on any course is entitled to special support. The pupil, parents, teachers and the school Principal will then meet to agree on a programme of measures. This programme must specify how the school will support the pupil and what the pupil needs to do in order to earn at least an E grade.



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