

PUBLIC PRIMARY EDUCATION

The actors involved in the provision of support to pupils with special educational needs



ACTORS

Class teachers and educational team

I-EBS

A primary school teacher who specialises in the schooling of pupils with specific or special educational needs

A-EBS

Assistants for pupils with special educational needs



DUTIES

Teachers are (often) the first to notice that a pupil is having difficulties in class. The educational team decides in a meeting on the differentiation and support measures to be implemented. Teachers call upon the school's I-EBS if the differentiation measures within the classroom are not sufficient.

Each school has one I-EBS post among its human resources, irrespective of the number of pupils with special educational needs that attend the school. The I-EBS support teachers and the educational team to implement adapted teaching. Their main tasks are to conduct the initial analysis of the pupil's situation and to coordinate the support measures for students with learning difficulties or with socio-emotional needs.

In addition, the I-EBS are the contact persons for the parents, teachers and educational teams with regard to the pupils concerned. They also act as liaison with the regional inclusion commission, the ESEB, and the competence centres.

The mission of the A EBS is to assist the I EBS in implementing the following tasks:

- Ensuring the support of pupils with learning difficulties or socio-emotional needs—using an inclusive approach—in collaboration with the class teacher and the relevant educational team
- Providing assistance to these pupils
- Consulting with the class teacher and the educational team
- Communicating information to the parents of the pupils regarding the progress of their children's learning.
- Contributing to the schooling of pupils with specific needs
- Collaborating with the ESEB and the competence centres
- Assisting the concerned pupils with general hygiene and cleanliness care, including the preparation and maintenance of the materials designated for this purpose; as well as during snack times and for dressing and undressing
- Supporting the participation of the concerned pupils in activities across all areas of school life
- Assisting the teaching staff during the welcoming and supervision of the concerned pupils

LOCAL LEVEL

Liaison committee: Ensures communication between educational staff, ESEB staff, the regional director, and the deputy director responsible for coordinating ESEB activities. It submits proposals to the regional directorate regarding the support provided to students with special educational needs. It also makes recommendations on the continuing professional development of both educational and ESEB staff. Additionally, it provides input on the distribution of tasks, work schedules, and individual work plans for both educational and ESEB staff. The committee serves as a communication channel and represents educational and ESEB staff to the regional management and the ministry.



ACTORS

CI
Inclusion commission



DUTIES

Each regional directorate for primary education has an Inclusion commission (CI), whose duty is to determine the provision of support for the pupil, either at the request of parents or teaching staff and with parental consent that are documented in an individualized support plan (PPCI).

Additionally, if the CI is unable to make a decision based on the available information, it requests the ESEB to conduct an assessment of the pupil's needs. The CI informs parents about the different support measures that may be proposed by either the CI or the National inclusion commission (CNI) and ensures the implementation of the PPCI.

The CI reviews the PPCI annually, incorporating any necessary adjustments. It also decides on the conclusion of support measures and designates a reference person, considering the opinions of the pupil's parents. If the CI determines that a pupil requires specialized support, it refers the case to the CNI, provided the parents give their consent.

The CI's documentation includes the needs assessment, the support measures available, and the PPCI.

ESEB
Support team
for pupils with special
educational needs

Each regional directorate for primary education has an ESEB. The ESEB intervenes when the provision of support put in place by the school is not sufficient and it seeks the agreement of the pupil's parents to do provide psychological, personal, and social counselling and guidance to pupils upon request by the pupil, their parents, or the teacher (with parental consent), aiming to promote their well-being, autonomy, personal development, and participation in school life.

Upon request from the CI, the ESEB conducts a needs assessment within four school weeks, detailing the pupil's needs and recommended assistance, and performs re-evaluations as needed. The ESEB also monitors the implementation of support measures in collaboration with schools, I-EBS, and parents, advising these stakeholders on executing the individualised support plan.

Additionally, the ESEB contributes to adapting educational materials, designs, and initiates awareness and information campaigns. It engages in networking with other ESEBs within primary education and collaborates with school staff, the regional directorate, the competence centres, the National Children's Bureau, and other accredited therapeutic, social, and family organisations.



ACTORS

CNI
National inclusion
commission



DUTIES

The National inclusion commission (CNI) is consulted on any request related to a specialised ambulatory intervention or special schooling. The CNI verifies whether the requests are well founded, suggests the initial measures to implement, and assesses the further action to be taken. These measures cannot be put in place without the parents' or the adult pupil's consent.

The CNI may mandate the competence centres to conduct a specialized assessment and can request that they re-evaluate the adequacy of the support provided.

The CNI also decides on the conclusion of specialized support, based on a well-founded proposal from the competence centres responsible for the intervention, the relevant inclusion commission, as well as the parents and the pupil, whose opinions are taken into account.

The CNI serves as the same authority for both primary and secondary education.

Competence centres
for specialised
psychopedagogy
in favour of inclusive
education and
the Agency for
the transition to
independent living

2018 saw the creation of 8 Competence centres for specialised psychopedagogy to support inclusive education. 5 of these were based on existing structures, and 3 were newly created. Each Centre comprises a teaching unit, a diagnosis, advice and monitoring unit, a rehabilitation and therapy unit and an administrative and technical unit. The Centres can operate at a pupil-development level, can provide information and guidance for parents, or can operate at a school level, at a scientific research level, at a networking level for schools and organisations working in the social, family and therapeutic fields, and at a national and international networking level.

For all of the Centres, there is an Agency for the transition to independent living (ATVA) which provides networking and coordination of the professional preparatory offer of the Centres in order to facilitate access to professional training, access to the job market or admission to a sheltered workshop (*atelier protégé*) or a centre that organises daytime activities (*structure d'activités de jour*).



PUBLIC SECONDARY EDUCATION

The actors involved in the provision of support to pupils with special educational needs



ACTORS

Teachers

CI
School inclusion
commission

ESEB
Support team for pupils
with special
educational needs

SePAS
Psycho-social
counselling and school
support service

Socio-educational
service (SSE)

Educational and
psycho-social depart-
ment



DUTIES

The suggested measures may concern academic assistance as well as support on a personal, relationship and social level. In addition, the CIS fulfils an advisory role to the headteacher of the secondary school with regard to the implementation of the reasonable accommodations and may suggest a referral to the Reasonable accommodations commission.

Each secondary school has an inclusion commission (CI), which has a duty to define the provision of support to pupils with special educational needs either at the request of the parents, or at the request of the school's headteacher, and with the parents' consent in the case of a minor pupil, the measures to be taken from those outlined in the individualised training plan.

The CI may instruct the school's ESEB to conduct a needs assessment if, based on the information in the request, it is unable to make a decision on the next steps. The CI ensures the implementation of the individualised training plan and may ask the ESEB to reassess the pupil's needs if necessary.

The CI may refer the case to the Reasonable accommodations commission and/or the National inclusion commission, provided that the parents or the adult pupil have given their consent.

In secondary education, an ESEB is assigned to each high school. The ESEB's role is to provide psychological, personal, and social counselling and guidance to pupils with special educational needs, promoting their well-being, autonomy, personal development, and participation in school life. The ESEB conducts a needs assessment upon request from the CI, within four school weeks, detailing the pupil's needs and the measures to be taken, and carries out re-evaluations as requested by the CI.

The ESEB also provides support to pupils with special educational needs in collaboration with teachers and parents and advises members of the school community, as well as parents, regarding the implementation of the individualised training plan. The ESEB contributes to adapting educational materials, develops and initiates awareness and information campaigns, and promotes, supports, and coordinates the development and implementation of the framework for supporting pupils with special educational needs in high school.

The ESEB is involved in networking with other ESEBs within secondary education and collaborates with teachers, school leadership, other school services, competence centres, the National Children's Bureau, and other accredited state organisations in the therapeutic, social, and family fields.

A Psycho-social counselling and school support service (SePAS) is established in each high school to inform pupils about existing services, provide psychological and social guidance to pupils and their families, and assist pupils in situations of vulnerability, discrimination, or bullying, thus contributing to the protection of pupils' rights. To prevent school dropout, SePAS provides support by enhancing pupils' personal resources. SePAS also helps improve the socio-economic conditions of the family environment and supports pupils in matters related to school grants. Finally, in collaboration with the Socio-educational service, SePAS implements prevention and promotion activities.

A Socio-educational service (SSE) is established in each high school. This service offers activities within the scope of non-formal education, in collaboration with youth organizations and services for young people. It provides guidance to students in a space dedicated to informal learning and social interaction. The SSE coordinates and implements extracurricular activities in collaboration with other departmental services and teaching staff. Activities related to student participation in school life are also managed by the SSE. Additionally, the SSE supports the organization of activities for student councils, class representatives, and ensures the effective operation of these student representation structures. Finally, the SSE, in collaboration with SePAS, organizes preventive and promotional activities.

In each high school, an Educational and psycho-social department is established. This department consists of SePAS, SSE, ESEB, the school orientation and integration unit, and, where applicable, the boarding school. The head of this department oversees and coordinates the department's services, fostering communication between them. They manage these services on an administrative level and establish individual work plans for the service staff. The head also defines intervention strategies based on reference frameworks and in collaboration with the actors within the school community. Furthermore, they serve as the liaison between the services and the school leadership.



ACTORS

CAR

Commission des aménagements raisonnables

CNI

Commission nationale d'inclusion

Competence centres for specialised psychopedagogy in favour of inclusive education and the Agency for the transition to independent living



DUTIES

The Reasonable accommodations commission (CAR) makes decisions regarding accommodations for students in secondary education or adult education to reduce obstacles resulting from a disability (Nachteilsausgleich). The CAR provides opinions and recommendations to the Minister on measures to be taken in favor of students concerning reasonable accommodations. The CAR collaborates and communicates with the CNI and other educational partners, collecting data related to students benefiting from reasonable accommodations.

The National inclusion commission (CNI) is consulted for specialized care. The CNI verifies whether the requests are well-founded, suggests initial measures to be implemented, and decides on the further steps to be taken. These measures cannot be implemented without the consent of the parents or the adult student.

The CNI may assign the Competence centres to conduct a specialised diagnosis and may request the relevant Centres to reassess the adequacy of the care provided.

The CNI decides on the conclusion of a specialised intervention, based on a well-founded proposal from the Centres providing the care, the relevant inclusion commission, the parents, and the student, who are heard for their opinion.

This is the same actor for both primary and secondary education.

En 2018, 8 Centres de compétences en psychopédagogie spécialisée en faveur de 2018 saw the creation of 8 Competence centres for specialised psychopedagogy to support inclusive education. 5 of these were based on existing structures, and 3 were newly created. Each Centre comprises a teaching unit, a diagnosis, advice and monitoring unit, a rehabilitation and therapy unit and an administrative and technical unit. The Centres can operate at a pupil-development level, at an information and guidance for parents level or at a secondary school level, their work may concern scientific research, networking for secondary schools and organisations in the social, family and therapeutic fields, and networking at a national and international level.

For all of the Centres, there is an Agency for the transition to independent living (ATVA) which provides networking and coordination of the professional preparatory offer of the Centres in order to facilitate access to professional training, access to the job market or admission to a sheltered workshop (atelier protégé) or a centre that organises daytime activities (structure d'activités de jour). This is the same actor for primary and secondary education.

PROCEDURE FOR DIAGNOSIS WITHIN PRIMARY EDUCATION

The pupil is found to have difficulties

Class teacher, educational team and the I-EBS at the school

- Differentiated teaching in class
- Decision on local support measures
- Evaluation of the support measures and the pupil's progress

*If the support measures **are not sufficient**...*

The I-EBS contacts the president of the CI to launch a diagnosis by the ESEB.

*If the support measures **are sufficient**...*

Adapted measures remain in place with monitoring by the I-EBS.

CI - INCLUSION COMMISSION

ESEB for the regional directorate

- Analysis of the results available, the school is contacted for a preliminary assessment and decision-making on the next steps to take based on the information received
- Assessment of progress using standardised tests
- Evaluation, interpretation and recording of the information available

The CI organises an annual review of the plan and integrates any adjustments deemed necessary to ensure the pupil's educational progress.

*If the support measures **are not sufficient**...*

The ESEB contacts the president of the CI regarding the results of the diagnosis and additional support measures. The CI sends the file to the CNI.

*If the support measures **are sufficient**...*

Adapted measures are put in place and monitored by the ESEB.

CNI - NATIONAL INCLUSION COMMISSION

Competence centres

- Analysis of the local and regional results available
- The actors responsible for providing support are contacted
- Specialist diagnosis
- Interdisciplinary evaluation and interpretation of all the available results, conclusion
- Transmission of the results and adaptation of the existing and/or new support measures

The CNI may ask the relevant Centres to re-assess the adequacy of the provision of support according to the pupil's special educational needs.

At transition points, the Centres may re-assess the adequacy of the provision of support according to the pupil's special educational needs.

Key: ■ national level ■ regional level ■ local level

PROCEDURE FOR DIAGNOSIS WITHIN SECONDARY EDUCATION

The pupil is found to have difficulties

Teaching staff at the secondary school

- Differentiated teaching in class
- Decision on local support measures
- Evaluation of the support measures and the pupil's progress

If the support measures **are not sufficient**...

The **main class teacher (régent)** may make a request for reasonable accommodations to the **secondary school's management** which will decide whether to involve the **CAR** or the **CIS**.

If the support measures **are sufficient**...

Adapted measures remain in place with monitoring by the **main class teacher**.

Secondary school's management

CAR
REASONABLE
ACCOMMODATIONS
COMMISSION

CIS
SCHOOL
INCLUSION
COMMISSION

Referral

The ESEB and SePAS for the secondary school

- Analysis of the results available and decision-making on the next steps to take based on the information received
- Assessment of progress using standardised tests
- Evaluation, interpretation and recording of the information available

If the support measures **are not sufficient**...

The **ESEB** contacts the president of the **CIS** regarding the results of the diagnosis and the additional support measures. The file is sent to the **CNI**.

If the support measures **are sufficient**...

Adapted measures are put in place and monitored either by the **SePAS** or by the **ESEB** for the secondary school.

CNI - THE NATIONAL INCLUSION COMMISSION

Competence centres

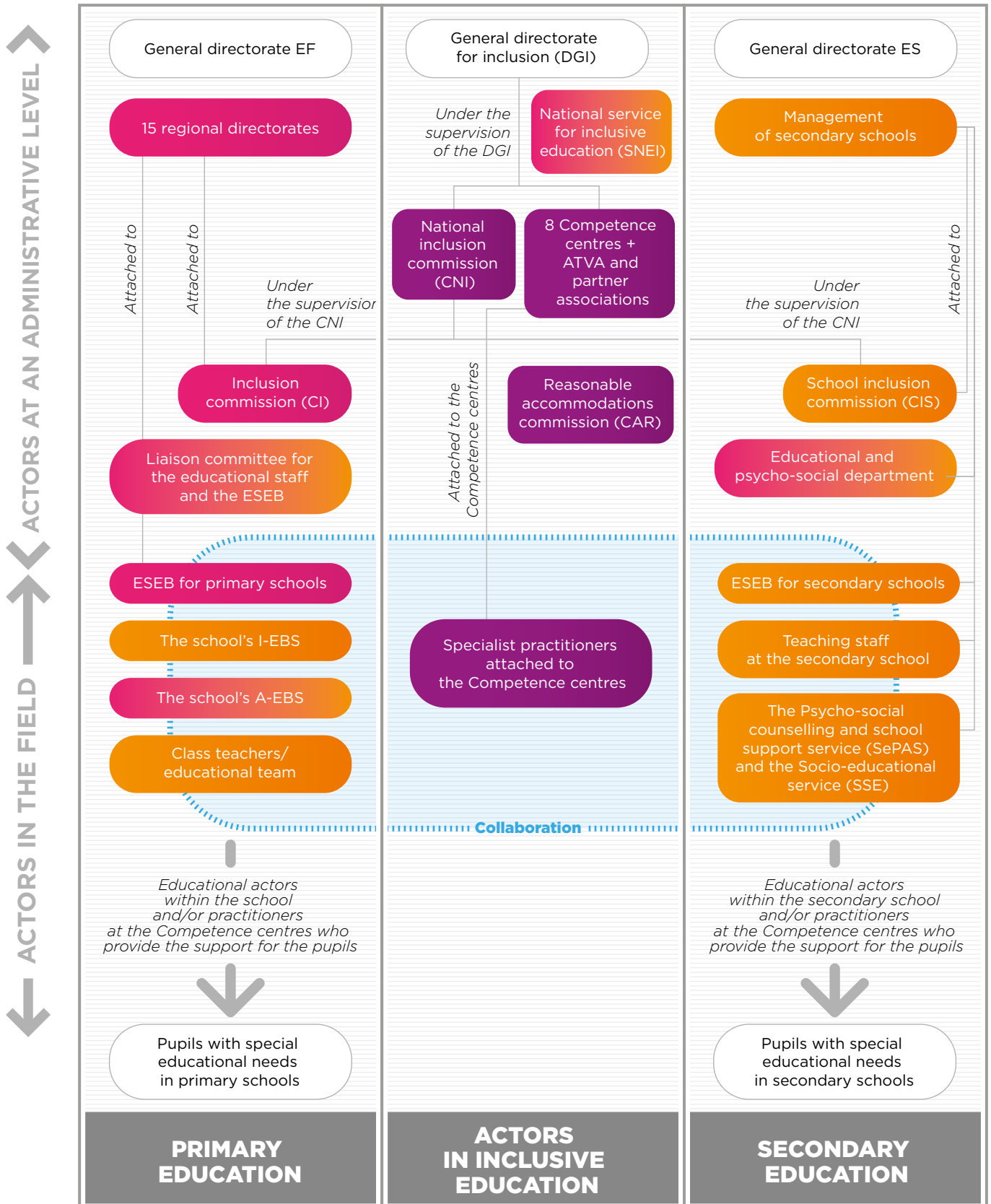
- Analysis of the results available
- The actors responsible for providing support are contacted
- Specialist diagnosis
- Interdisciplinary evaluation and interpretation of all the available results, conclusion
- Transmission of the results and adaptation of the existing and/or new support measures.

The CNI may ask the relevant Centres to re-assess the adequacy of the support provided according to the pupil's special educational needs.

At transition points, the Centres may re-assess the adequacy of the provision of support according to the pupil's special educational needs.

Key: national level local level

SIMPLIFIED DIAGRAM OF THE INCLUSIVE EDUCATION SYSTEM AMENDED ACCORDING TO DRAFT LAW NO. 8169



PUBLIC SECONDARY EDUCATION

Diagram showing the provision of support to pupils with special educational needs

ACTORS WITHIN THE FIELD



Secondary school



- Secondary school teachers
- ESEB - Support team for pupils with special educational needs
- SEPAS - Psycho-social counselling and school support service
- Educational and psycho-social department

Bodies that suggest educational measures to be put in place based on a file
CIS - School Inclusion Commission



Competence centres



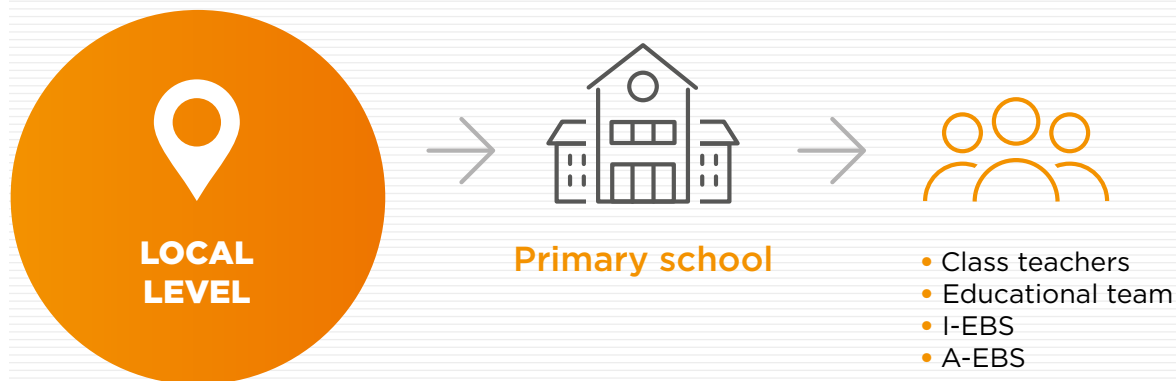
- 8 Competence centres + ATVA

Bodies that suggest educational measures to be put in place based on a file
CNI - National Inclusion Commission
CAR - Reasonable Accommodations Commission

PUBLIC PRIMARY EDUCATION

Diagram showing the provision of support to pupils with special educational needs

ACTORS WITHIN THE FIELD



LIAISON COMMITTEE



Bodies that suggest educational measures to be put in place based on a file
CI - Inclusion Commission



Bodies that suggest educational measures to be put in place based on a file
CNI - National Inclusion Commission