

# PUBLIC PRIMARY EDUCATION

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

## LOCAL LEVEL



### 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



### 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 provided to the pupil. In addition, the I-EBS are the contact persons for the parents, teachers and educational teams with regard to the pupils concerned. They also liaise with the regional Inclusion commission.



### ACTORS

#### CI

Inclusion commission

#### ESEB

Support team for pupils with special educational needs



### DUTIES

Each regional directorate for primary education has an inclusion commission (CI) whose duty it is to define the provision of support to the child, either at the request of the parents or the teacher, or at the request of a representative from the 'maison relais' (daycare centres) and with the parents' agreement. The CI compiles a file, which includes a diagnosis of the pupil's needs, established by the ESEB, the support measures that may be allocated, and an individual educational plan. The plan is sent to the parents for agreement and is reviewed on an annual basis. The CI also decides on the reasonable accommodations for the pupil with specific or special educational needs within the framework of class teaching and during tests.

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 so. The ESEB has a duty to make a diagnosis and monitor the support provided to the pupil with special educational needs in collaboration with the schools, the relevant I-EBS concerned and where applicable with the school's medico-socio-educational team and the Competence centres.



## REGIONAL LEVEL



### ACTORS

#### CNI

National inclusion commission

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



### 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.

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*).



## NATIONAL LEVEL