

PUBLIC SECONDARY EDUCATION

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

LOCAL LEVEL



ACTORS

Teachers

CIS
School inclusion commission

ESEB
Support team for pupils with special educational needs

SePAS
Psycho-social counselling and school support service



DUTIES

Secondary school teachers are (often) the first to notice that a pupil is having difficulties in class. According to the pupil's needs, the teachers inform their management and can ask for support, either from the Reasonable accommodations commission (CAR), or from the CIS, since both commissions intervene at a secondary school level.

Each secondary school has a School inclusion commission (CIS), 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 if the pupil is still a minor. The CIS has a personal file compiled, which includes at least the assessment of the pupil's needs and which is followed up by a reference person. The CIS defines or adapts the support suggested for the pupil in the individual educational plan. 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.

In secondary education, one ESEB is provided per school. In secondary schools the ESEB's main duty is to advise teachers as well as to provide a diagnosis and the provision of support to pupils with special educational needs.

The Psycho-social counselling and school support service (SePAS) offers guidance at a psychological, personal and social level, which may be in addition to the support provided by the ESEB.

NATIONAL LEVEL



ACTORS

CAR
Reasonable accommodations commission

CNI
National inclusion commission

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



DUTIES

There is a Reasonable accommodations commission for secondary education establishments including for adult education. The Reasonable accommodations commission (CAR) may agree to accommodations for a pupil with particular educational needs to reduce any obstacles due to a disability (Nachteilsausgleich).

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

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.

