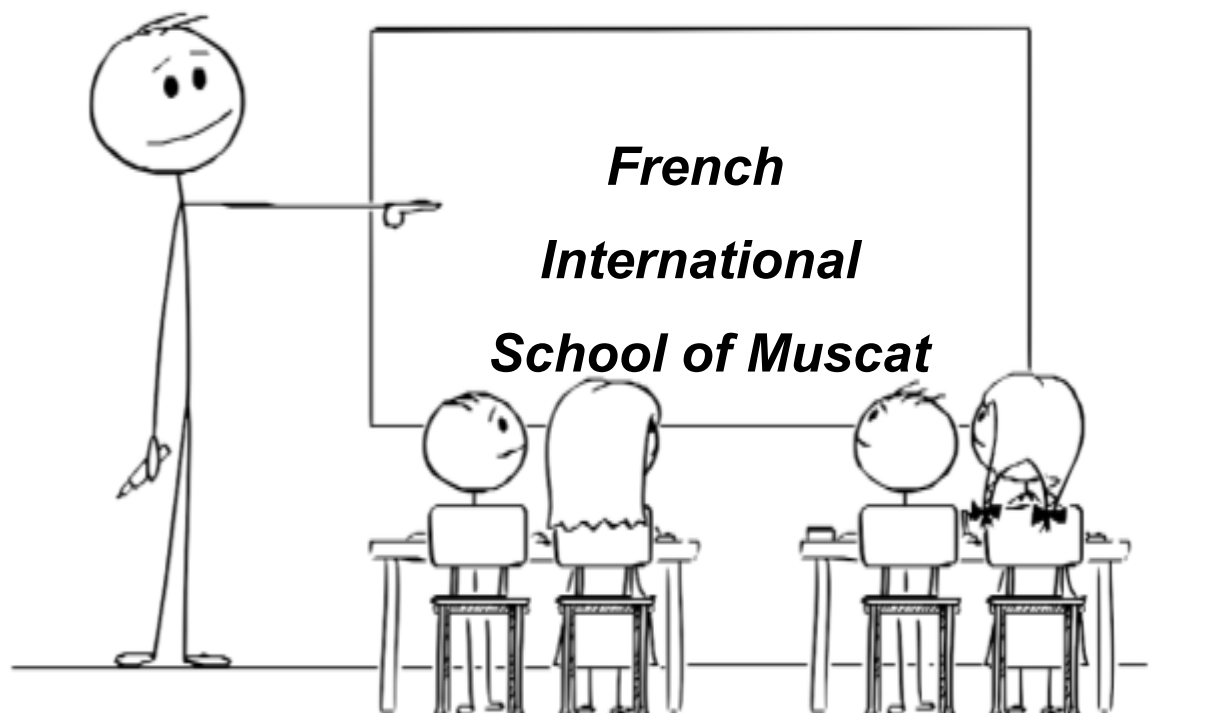


Inclusive school

Welcome Booklet



WELCOME BOOKLET FOR FAMILIES OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

THE PURPOSE OF THIS BOOKLET IS TO PROVIDE YOU WITH AN OVERALL FRAMEWORK DEFINED BY THE AEFE. HOWEVER, EACH SCHOOL SETS UP ITS OWN WELCOME AND SUPPORT ACCORDING TO ITS RESOURCES AND LOCAL LAW.

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INTRODUCTION

AEFE NETWORK SCHOOLS ARE GENERALIST SCHOOLS.

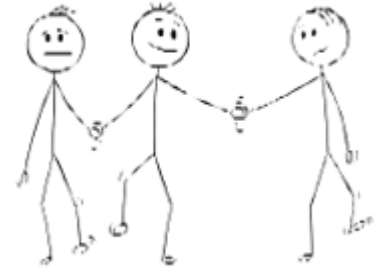
UNLIKE SCHOOLS IN FRANCE, MOST FRENCH SCHOOLS ABROAD HAVE NO SPECIAL FACILITIES FOR CHILDREN WITH SPECIAL NEEDS, SUCH AS ULIS CLASSES (LOCAL UNITS FOR SCHOOL INCLUSION) OR MEDICAL/EDUCATIONAL CENTRES.

WHILE THEY ARE STRONGLY ENCOURAGED TO WELCOME PUPILS WITH DISABILITIES, THEY ALSO HAVE THEIR LIMITS.

THIS IS WHY YOU ARE STRONGLY RECOMMENDED TO OPEN A CLEAR AND OPEN DIALOGUE WITH THE HEAD OF SCHOOL AND THE EDUCATION TEAM TO FIND THE SOLUTION MOST ADAPTED TO YOUR CHILD'S SITUATION. ALL ADAPTATIONS ARE SUBJECT TO THE SCHOOL'S INTERNAL POSSIBILITIES. SCHOOLING A PUPIL WITH LEARNING DIFFICULTIES IN A MULTILINGUAL SCHOOL REQUIRES COMMITMENT AND AVAILABILITY ON YOUR PART

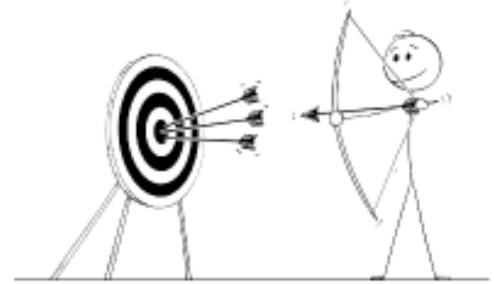


WHAT IS A CHILD WITH SPECIAL EDUCATIONAL NEEDS?



SPECIAL EDUCATIONAL NEEDS (BEP “Besoins Éducatifs Particuliers”) ARE NEEDS LINKED TO A PARTICULAR SITUATION, IMPACTING ON THE RELATIONSHIP WITH SCHOOL AND LEARNING. THIS TERM IS NOT ONLY RESERVED FOR PUPILS WITH DISABILITIES, BUT IT ALSO APPLIES TO, FOR EXAMPLE, STUDENTS EXPERIENCING DIFFICULTIES AT SCHOOL OR NON-FRENCH-SPEAKING, OR INTELLECTUALLY PRECOCIOUS PUPILS, OR THOSE WITH SPECIFIC LANGUAGE AND LEARNING DIFFICULTIES.

WHO IS AFFECTED ?



ALL STUDENTS FROM THE NETWORK OF FRENCH SCHOOLS ABROAD APPROVED BY THE MINISTRY OF EDUCATION BENEFIT FROM PROVISIONS RELATING TO SCHOOL INCLUSION, TAKING ACCOUNT OF LOCAL RESOURCES AND CONTEXTS.

DIAGNOSIS

WHY, BY WHOM?

THE IDENTIFICATION OR SCREENING OF A DIFFICULTY OR DISORDER IS CARRIED OUT INDISCRIMINATELY BY THE FAMILY, CHILDCARE PROFESSIONALS AND THE SCHOOL AND SOMETIMES BY CERTAIN SOCIAL WORKERS, DEPENDING ON THE DIFFICULTY(IES) PRESENTED.

ONCE IDENTIFIED, THE CHILD MUST BE OFFERED CARE, WHICH MUST AT LEAST INCLUDE A PREVENTIVE PHASE IN THE SCHOOL ENVIRONMENT: THE FAMILY AND THE EDUCATIONAL TEAM PROVIDE SUPPORT FOR A FIXED PERIOD (FOR EXAMPLE 3 OR 6 MONTHS). IF NO SIGNIFICANT PROGRESS IS NOTED, THEN WE ENTER A DIAGNOSTIC PHASE. DIAGNOSIS IS A MEDICAL AND PARAMEDICAL RESPONSIBILITY. IT IS USUALLY A MULTIDISCIPLINARY PROCESS. THIS INVOLVES IDENTIFYING THE DISORDER OR PATHOLOGY AND ESTABLISHING ITS CONTEXT (SENSORY, COGNITIVE, PSYCHOLOGICAL AND/OR SOCIAL).

IT IS IMPORTANT FOR A PROFESSIONAL TO BE ABLE TO MAKE THE DIAGNOSIS AFTER CARRYING OUT A NUMBER OF ASSESSMENTS.

THE PROFESSIONALS NEEDED TO SCREEN FOR LEARNING DISABILITIES



RECOGNITION OF DISABILITY IS NOT COMPULSORY.

WITH OR WITHOUT RECOGNITION OF DISABILITY, YOUR CHILD WILL BE CARED FOR BY THE SCHOOL WITH SUPPORTS AND ADAPTATIONS. HOWEVER, IT IS PREFERABLE TO HAVE YOUR CHILD'S DISABILITY RECOGNISED FOR THE FOLLOWING REASONS:

- **THE RIGHT TO SPECIAL SCHOOLING**
- **FINANCIAL SUPPORT FOR THE AESH UNDER CERTAIN CONDITIONS (FOR STUDENTS OF FRENCH NATIONALITY).**
- **A BETTER RECORD AND FACILITATION FOR EXAM ACCOMMODATIONS.**
- **FACILITATED SCHOOLING IF A MOVE TO FRANCE IS ENVISAGED, OR FOR THE CONTINUATION OF HIGHER EDUCATION IN FRANCE.**

MY CHILD DOES NOT HAVE FRENCH NATIONALITY.

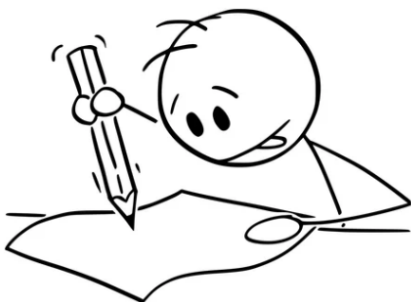
EACH COUNTRY HAS ITS OWN SYSTEM FOR RECOGNIZING DISABILITY. YOU SHOULD CONTACT YOUR FAMILY DOCTOR, WHO WILL TELL YOU WHAT STEPS TO TAKE TO OBTAIN RECOGNITION OF DISABILITY IN YOUR OWN COUNTRY AND/OR IN THE HOST COUNTRY, OR AT LEAST CARRY OUT THE ESSENTIAL TESTS TO CONFIRM A DISORDER, DISABILITY OR SEVERE DIFFICULTY. THE HEAD OF SCHOOL AND THE EDUCATIONAL TEAM WILL USE THESE DOCUMENTS (SPECIALIST ASSESSMENTS) AS A BASIS FOR RECOGNIZING

THE STUDENT'S DISABILITY AND GRANTING ASSISTANCE AND ACCOMMODATION.

MY CHILD HAS FRENCH NATIONALITY.

ANY FRENCH NATIONAL LIVING ABROAD CAN SUBMIT AN APPLICATION TO THE “MAISON DÉPARTEMENTALE DES PERSONNES HANDICAPÉES (MDPH)”. FOR FRENCH NATIONALS LIVING OUTSIDE FRANCE, THE MDPH RESPONSIBLE FOR PROCESSING THEIR CLAIM IS THE ONE THROUGH WHICH THEY WERE PREVIOUSLY GRANTED A RIGHT OR BENEFIT.

FOR A FIRST APPLICATION, FRENCH NATIONALS LIVING OUTSIDE FRANCE CAN CONTACT THE “MAISON DÉPARTEMENTALE DES PERSONNES HANDICAPÉES” OF THEIR CHOICE.



IMPLEMENTATION OF SUPPORT.

ACCOMMODATIONS CAN BE MADE WHATEVER YOUR CHILD'S DIFFICULTIES ARE, WHETHER THEY ARE RECOGNIZED AS HAVING A DISABILITY (MDPH) OR NOT.

FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS, OR THOSE WITH DISABILITIES OR DISABLING ILLNESSES, INCLUSIVE LEARNING PATHS NEED TO BE PUT IN PLACE.

THE SUPPORT PROVIDED MUST BE IN THE BEST INTERESTS OF YOUR CHILD, IN A CALM, SERENE AND COOPERATIVE ENVIRONMENT, CONSIDERING THE CONSTRAINTS AND LIMITATIONS OF EACH PARTY.

1. SCHOOLING PLANS (PAP, PPS, PPRE, PAI).
2. EXAM ACCOMMODATIONS.
3. AESH.
4. THE PARENT/SCHOOL RELATIONSHIP: CALM DIALOGUE, MONITORING TEAM, IDENTIFYING RESOURCE PEOPLE.

SCHOOLING PLANS

THERE ARE 4 PLANS AVAILABLE IN THE SUPPORT AND ASSISTANCE TOOLBOX: THE PPS, THE PAP, THE PPRE AND THE PAI.

A PLAN IS A SORT OF ROADMAP FOR YOUR CHILD'S EDUCATION. EACH PLAN SETS OUT SCHOOLING AND THE EDUCATIONAL, SOCIAL, MEDICAL, AND PARAMEDICAL

ACTIONS NECESSARY FOR YOUR CHILD TO SUCCEED AT SCHOOL.

THE PPS (PERSONALIZED SCHOOLING PROJECT)

THE PPS IS A WRITTEN DOCUMENT THAT CONCERNS ALL CHILDREN WHOSE SITUATION MEETS THE DEFINITION OF DISABILITY BELOW:

"ANY LIMITATION OF ACTIVITY OR RESTRICTION OF PARTICIPATION IN LIFE IN SOCIETY SUFFERED IN THEIR ENVIRONMENT BY A PERSON DUE TO A SUBSTANTIAL, LASTING OR PERMANENT IMPAIRMENT OF ONE OR MORE PHYSICAL, SENSORY, MENTAL, COGNITIVE, PSYCHIC FUNCTIONS, A POLYHANDICAP OR A DISABLING HEALTH DISORDER" AND FOR WHICH THE MDPH HAS RULED ON THE DISABILITY SITUATION (A FILE MUST THEREFORE HAVE BEEN DRAWN UP, SENT TO THE MDPH AND APPROVED BY THE LATTER, FOR A FRENCH CHILD). THE PPS ORGANIZES THE CHILD'S SCHOOLING AND ENSURES THE COHERENCE OF THE NECESSARY SUPPORT AND ASSISTANCE".

- IT THEREFORE SPECIFIES THE ESSENTIAL TEACHING ARRANGEMENTS AND ADAPTATIONS (COMPUTER, AESH, TIMETABLE ADJUSTMENTS, ETC.)
- IT IS MONITORED ANNUALLY BY THE INCLUSION REFERENT, THE PP AND THE TEACHING TEAM.
- IT MAY BE REVISED AT LEAST AT EACH CHANGE OF CYCLE AND WHENEVER THE PUPIL'S SITUATION SO REQUIRES.

THE PAP (PERSONALIZED SUPPORT PLAN)

THE PERSONAL SUPPORT PLAN ENABLES ANY PUPIL WITH LONG-TERM DIFFICULTIES AT SCHOOL DUE TO A LEARNING DISABILITY TO BENEFIT FROM EDUCATIONAL ADJUSTMENTS AND ADAPTATIONS.

THE PERSONAL SUPPORT PLAN IS A WRITTEN DOCUMENT THAT SETS OUT THE EDUCATIONAL ADJUSTMENTS AND ADAPTATIONS FROM WHICH THE PUPIL BENEFITS. IT MAY BE PROPOSED BY THE SCHOOL OR REQUESTED BY THE FAMILY. THE ADJUSTMENTS MADE IN RESPONSE TO THE CHILD'S DIFFICULTIES ARE DRAWN UP ON THE ADVICE OF THE PROFESSIONALS WHO CARRIED OUT THE ASSESSMENTS AND THE TEACHING STAFF.

- IT IS REVISED EVERY YEAR TO TAKE STOCK OF THE ARRANGEMENTS ALREADY PUT IN PLACE AND TO DEVELOP THEM IF NECESSARY.

THE PERSONALIZED SUPPORT PLAN IS DRAWN UP BY THE TEACHING TEAM, WHICH INVOLVES THE PARENTS AND, IF POSSIBLE, THE HEALTH PROFESSIONALS ACCOMPANYING THE CHILD. THE PERSONAL SUPPORT PLAN IS IMPLEMENTED BY THE TEACHERS WITHIN THE CLASS. IN SECONDARY EDUCATION, THE HOMEROOM TEACHER MAY PLAY A COORDINATING ROLE.

THE PPRE (PERSONALIZED PROGRAM FOR EDUCATIONAL SUCCESS)

THE PPRE CONCERNS PUPILS WHO ARE AT RISK OF NOT MASTERING CERTAIN KNOWLEDGE AND SKILLS EXPECTED AT THE END OF A TEACHING CYCLE. IT IS SET UP BY THE HEAD OF SCHOOL, AT THE INITIATIVE OF THE TEACHING STAFF, IN CONSULTATION WITH THE PARENTS. THE PPRE ORGANIZES ACTIONS TARGETED ON SPECIFIC SKILLS, AT THE SUGGESTION OF TEACHING TEAMS WHO HAVE FIRST DRAWN UP A PRECISE, PERSONALIZED ASSESSMENT OF THE PUPIL'S NEEDS. IMPLEMENTATION IS PRIMARILY CARRIED OUT BY THE TEACHER IN THE ORDINARY CLASSROOM SETTING. IN MIDDLE OR HIGH SCHOOL, THE HOMEROOM TEACHER COORDINATES THE IMPLEMENTATION OF THE PPRE AFTER CONSULTATION WITH THE TEAM.

THE PPRE ORGANIZES DIFFERENTIATED EDUCATIONAL SUPPORT FOR PUPILS THROUGHOUT THE CYCLE TO ENABLE THEM TO OVERCOME THE DIFFICULTIES THEY ENCOUNTER AND MAKE PROGRESS IN THEIR LEARNING. IF DIFFICULTIES PERSIST OVER TIME DESPITE THE PPRE, A PAP SHOULD BE CONSIDERED.

THE PAI (INDIVIDUALIZED WELCOME PROJECT)

THE INDIVIDUALIZED WELCOME PROJECT (PAI) IS A WRITTEN DOCUMENT FOR PUPILS WITH CHRONIC ILLNESSES (ASTHMA, FOR EXAMPLE), ALLERGIES, FOOD INTOLERANCES OR PUPILS WHOSE HEALTH REQUIRES THEM TO TAKE LONG-TERM MEDICATION DURING SCHOOL TIME.

THIS ALLOWS THEM TO FOLLOW A NORMAL SCHOOLING. EACH PUPIL WITH A PAI CAN THUS BENEFIT FROM HIS OR HER TREATMENT OR DIET AND MAKE UP FOR ANY INCONVENIENCES LINKED TO HIS OR HER STATE OF HEALTH.

IT INCLUDES, WHERE APPROPRIATE, SCHOOLING ARRANGEMENTS IN LINE WITH THE STATE OF HEALTH, FOR EXAMPLE FOR REGULAR BLOOD SUGAR MONITORING.

THIS DOCUMENT ALSO SPECIFIES HOW, IN THE EVENT OF PERIODS OF HOSPITALIZATION OR STAYING AT HOME, THE SCHOOL'S TEACHERS ENSURE THAT SCHOOLING IS FOLLOWED UP. IT MAY INCLUDE AN EMERGENCY PROTOCOL WHICH IS ATTACHED IN ITS ENTIRETY TO THE PAI.

PAI REQUESTS ARE MADE BY THE FAMILY OR THE HEAD OF SCHOOL, ALWAYS WITH THE AGREEMENT AND INVOLVEMENT OF THE FAMILY. THE PAI MAY INCLUDE THE INTRODUCTION OF A DIETARY REGIME AND PROVIDE INFORMATION ON WHAT TO DO IF THE CHILD DEVELOPS ALLERGIES.

LASTLY, IT ALLOWS SPECIFIC ARRANGEMENTS TO BE MADE IN THE CLASSROOM AND WITH REGARD TO SCHOOL LIFE, THE

TEACHING OF PHYSICAL EDUCATION AND SPORTS,
TRANSPLANTED CLASSES (FOR EXAMPLE SCHOOL TRIPS),
SCHOOL TRAVEL, ADAPTATION OF FURNITURE, ETC.

EXAM ARRANGEMENTS

STUDENTS WITH A PAI, PAP OR PPS CAN APPLY FOR EXAM ACCOMMODATIONS FOR THE DNB AND “BACCALAURÉAT” EXAMS. THE FAMILY MUST COMPLETE A FORM WHICH WILL BE SENT TO THEM BY THE SCHOOL.

THE FORM MUST BE ACCOMPANIED BY A RECENT DIAGNOSIS (LESS THAN TWO YEARS OLD, TRANSLATED INTO FRENCH IF NECESSARY) AND THE LATEST SUPPORT PLANS (PAI, PAP, PPS).

IF YOUR CHILD DOES NOT OBTAIN THE ARRANGEMENTS REQUESTED, OR ONLY PARTIALLY, IT IS UP TO YOU, THE FAMILY, TO APPEAL. THE CONDITIONS FOR APPEAL ARE SET OUT IN THE LETTER INFORMING YOU OF THE REFUSAL.

NOTE: PLEASE NOTE THAT A PAP OR PPS DOES NOT AUTOMATICALLY ENTITLE YOU TO EXAMINATION ACCOMMODATIONS. FOR EXAMPLE, NOT ALL “SPELL-CHECKING” SOFTWARE IS ACCEPTED FOR NATIONAL EXAMINATIONS.

HOWEVER, THE “ACADÉMIES” ARE VIGILANT AND GRANT, AS FAR AS IS REASONABLE, ACCOMMODATIONS IN LINE WITH THE PAP AND PPS.

AESH OR SUPPORT STAFF FOR PUPILS WITH DISABILITIES

IN A FRENCH SCHOOL ABROAD, THE FAMILY RECRUITS A CARER FOR THEIR CHILD. ASSISTANCE CAN BE INDIVIDUAL OR POOLED. A CONTRACT IS SIGNED BETWEEN YOU (THE PARENTS) AND THE ACCOMPANYING PERSON (AESH), IN ACCORDANCE WITH CURRENT LOCAL LAW. AS A GUIDE, THE HOURLY RATE OF THE ASEM (KINDERGARTEN ASSISTANT) IN THE SCHOOL MAY BE USED AS A REFERENCE. A TRIPARTITE AGREEMENT (FAMILY / AESH / SCHOOL) MUST BE DRAWN UP AND SIGNED. THE AESH WORKS IN THE CLASSROOM UNDER THE AUTHORITY OF THE TEACHER.

FUNDING OF AESH FOR PUPILS OF FRENCH NATIONALITY

PREREQUISITES FOR OBTAINING FUNDING?

RECOGNITION BY AN MDPH OF A NEED TO COMPENSATE FOR A DISABILITY IS A PREREQUISITE FOR APPLYING FOR AID TO FUND YOUR AESH. THE APPLICATION PROCESS CAN TAKE A LONG TIME, SO YOU SHOULD START AS SOON AS POSSIBLE.

WHO BENEFITS FROM THIS FUNDING?

ANY FRENCH (OR BI-NATIONAL) STUDENT WHO LIVES ABROAD WITH AT LEAST ONE OF HIS OR HER PARENTS WHO IS REGISTERED IN THE REGISTER OF FRENCH NATIONALS ESTABLISHED OUTSIDE FRANCE AND WHO IS ENROLLED IN AN APPROVED FRENCH SYSTEM

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THANK YOU