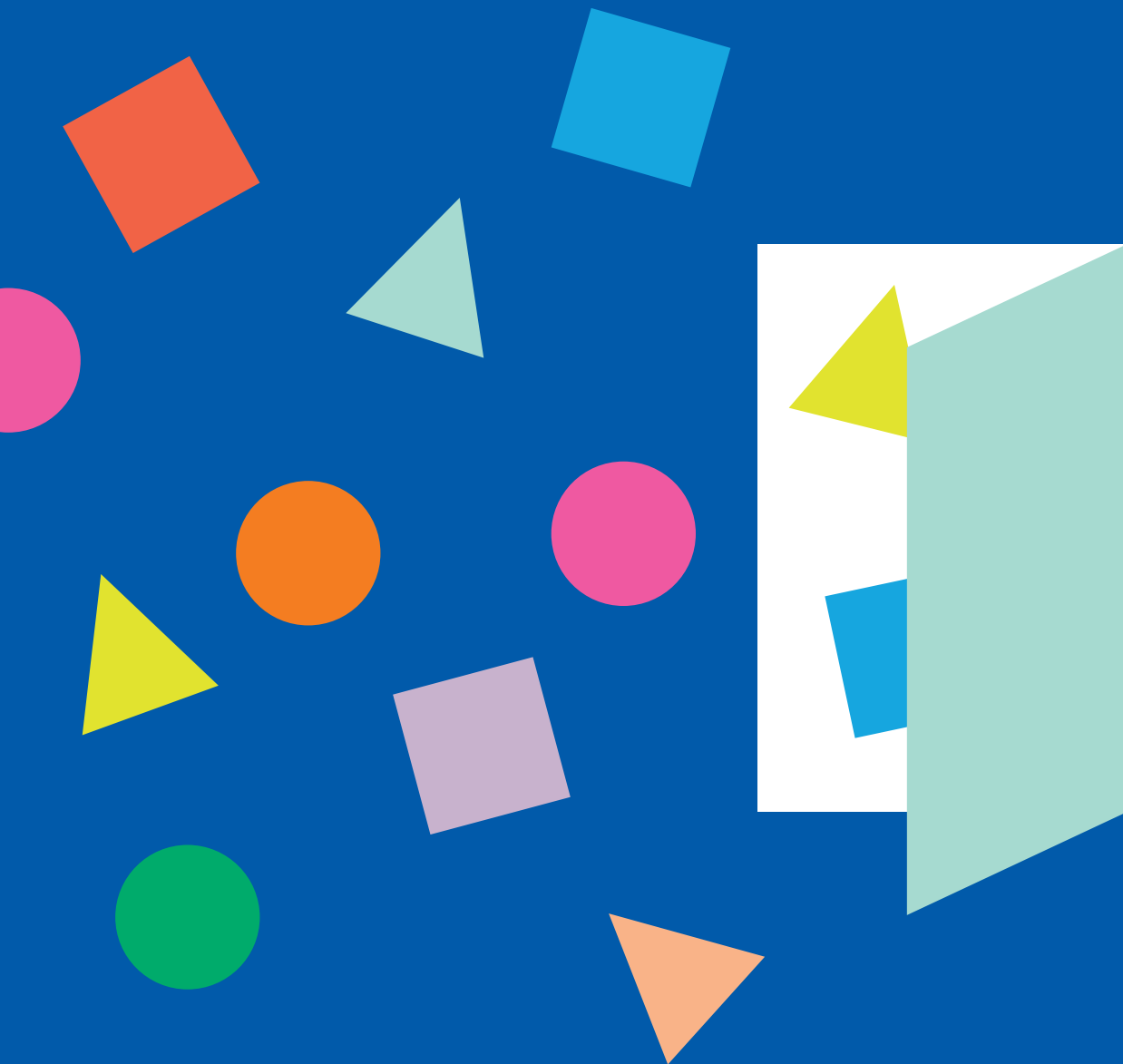
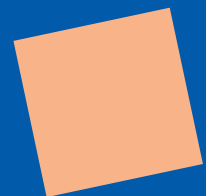
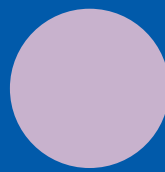


A school for all

Support measures for pupils with special needs

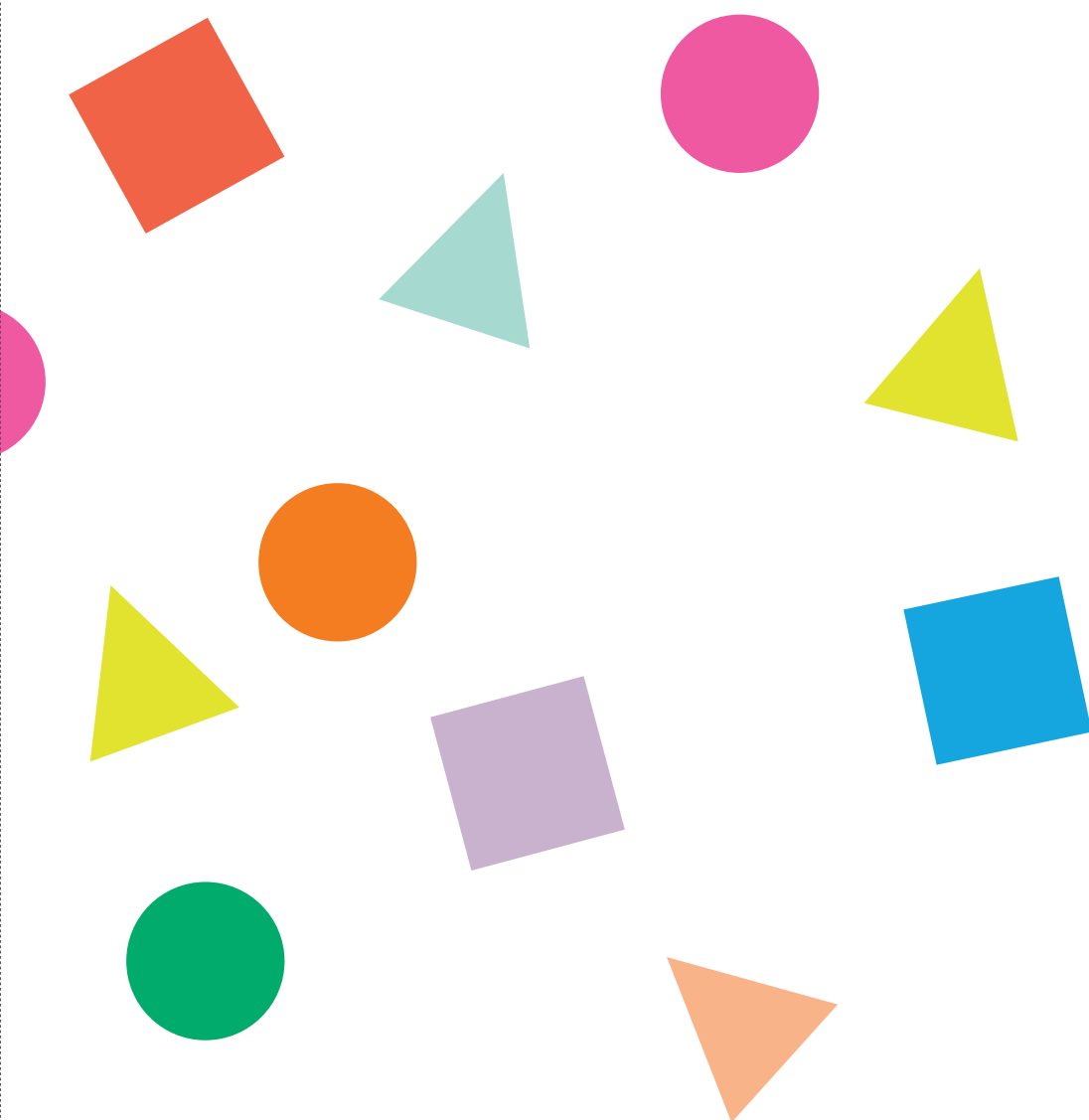


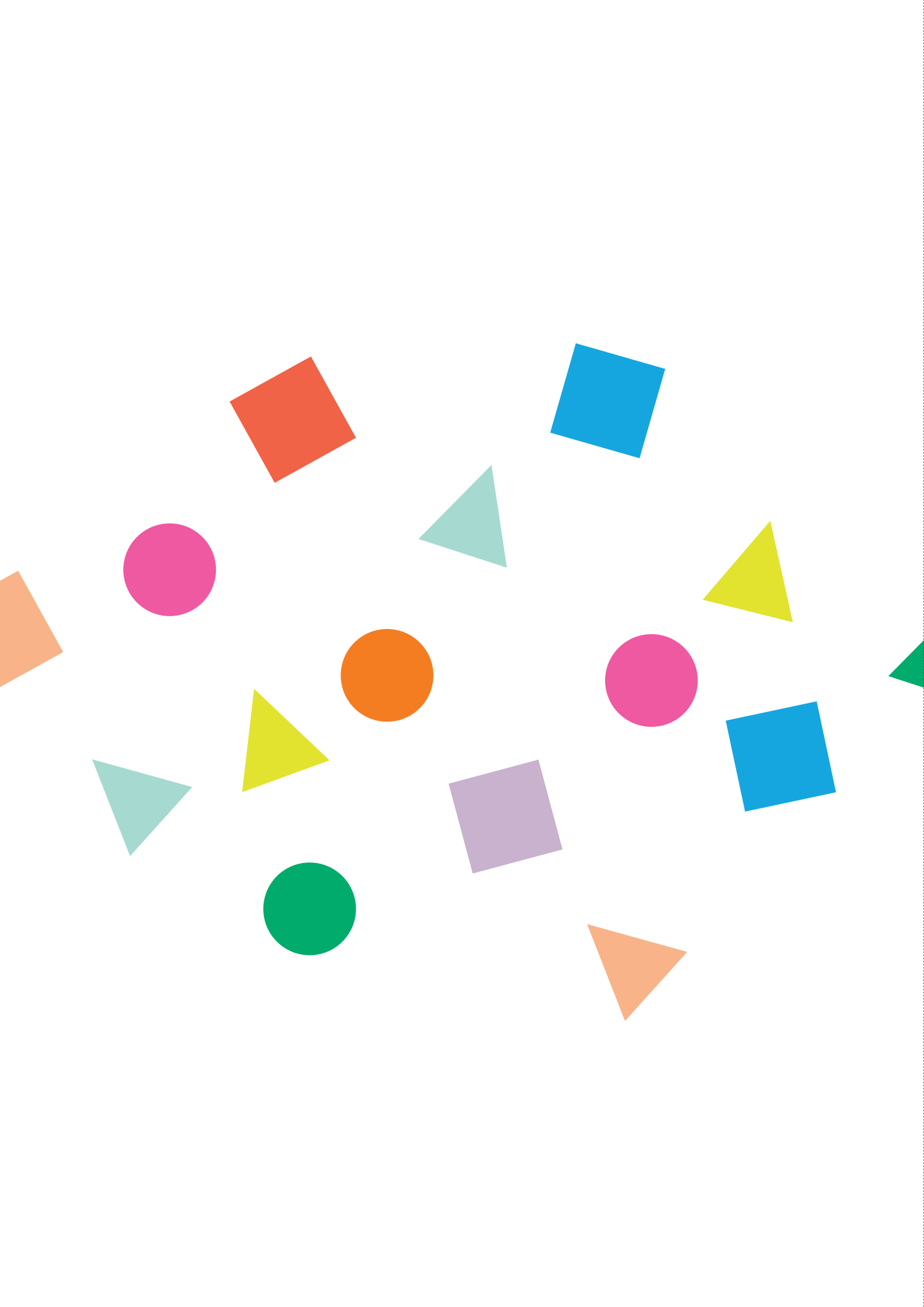
LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Éducation nationale,
de l'Enfance et de la Jeunesse




A school for all

Support measures
for pupils with
special needs





One of the key principles of the Luxembourg education system is to make school accessible to all pupils, including those with special educational needs.



The objective is to take everyone's diversity into account and to adapt the school to each pupil's special educational needs. The aim is to enable pupils to continue their education within their primary or secondary school class, whenever inclusion is possible and desired by the pupil and the parents.

There are various types of support available to all pupils with special educational needs who have difficulty keeping up with the normal pace of classes. This support makes enables them to participate in regular education alongside their classmates.

Growing together



**with our
differences**



Pupils with special educational needs

Pupils with special educational needs are children or young people who, according to international classifications, have impairments or difficulties or who find learning significantly harder than most children or young people of the same age.

A pupil's special educational needs may come under motor skills, vision, language, hearing, cognitive or social and emotional development, attention, learning, or autistic spectrum disorder. Pupils with high potential also have special educational needs that require a specialist approach, to enable them to fully develop their abilities or achieve their potential.





Primary education

In primary school, any pupil with special needs who has for example difficulties keeping up with the normal pace of classes, may be eligible for various types of support. This support is tailored to the child's individual needs and learning difficulties. It enables them to participate in regular education alongside their classmates as much as possible.

What types of support are available?

Different measures may be proposed to meet the pupil's special needs:

- In collaboration with the school's educational team, the (class) teacher may **adapt the teaching**.
- **Reasonable accommodations** can be made in order to adapt the teaching and assessment methods to the pupil's needs. This will enable the pupil to assimilate the subjects taught more easily and to do better in assessment tests.
- The pupil may participate in a **development and learning workshop**. These workshops consist of targeted activities in order to overcome learning difficulties and language, motor or social and emotional development disorders.



- The pupil may temporarily attend **lessons on certain subjects in a different class** than his regular class.
- A specialist may provide **support in the classroom** or a **specialised ambulatory intervention** at the school during class time. This is done in collaboration with the class teacher and the entire educational team.

These measures are implemented at the pupil's school. Other measures are also available at a national level. These include enrolment in a special learning workshop, special schooling in a class at a competence centre for specialised psychopedagogy, or schooling outside the Grand Duchy in a specialised educational establishment.

Who can work with pupils with special educational needs?


The primary contacts for pupils and their parents are the class teacher and the other members of the educational team (teachers and social and educational staff). Other people are also available to implement the appropriate follow-up for the pupil, in concertation with the pupil and their parents:



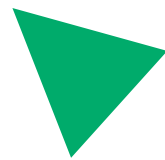
In line with an inclusive approach, **specialized teachers for pupils with special educational needs (*instituteurs spécialisés dans la scolarisation des élèves à besoins éducatifs spécifiques, I-EBS*)** may support pupils with learning difficulties or special social and emotional needs within the school. They will assist these pupils in the classroom, and work closely with the members of the support team for pupils with special needs (*équipe de soutien des élèves à besoins spécifiques, ESEB*) and the competence centres for specialised psychopedagogy. They also communicate information about the pupils' educational progress to their parents.

Assistants for pupils with special educational needs (*assistants pour élèves à besoins éducatifs spécifiques, A-EBS*) will assist the I-EBS with their tasks. They may also help the pupils in daily life in order to enable them to take part in all planned activities in every area of school life.

A **support team for pupils with special educational needs (*équipe de soutien des élèves à besoins spécifiques, ESEB*)** operates within each of the 15 directorates for primary education. The ESEB members support pupils to enhance their well-being, autonomy, personal development and participation in school life. They advise parents and teachers and may themselves provide care for the pupils with special educational needs by means of classroom support. At the request of the inclusion commission (*commission d'inclusion, CI*) and with parent's consent they can, within four weeks (during school time), make a diagnosis that provides information on the needs of the pupil and the measures to be implemented whilst taking the parents' and teachers' input into account.



In primary school, any pupil with special needs who has difficulty keeping up with the normal pace of classes, may be eligible for various types of support.

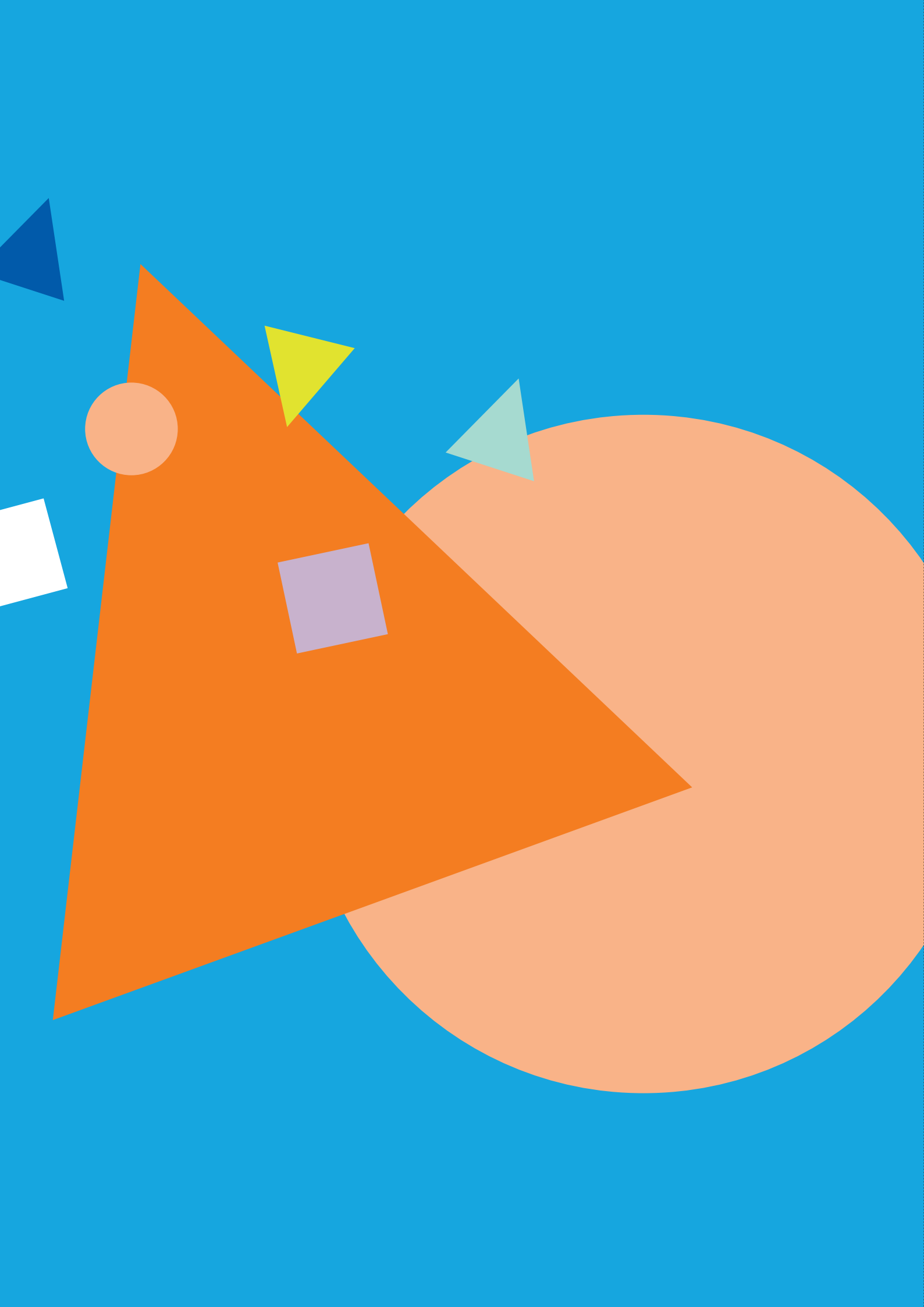


The role of the **inclusion commission (commission d'inclusion, CI)** is to inform parents on the different support measures available, and if necessary, the appropriate measures to be offered to the pupil. These measures are then included in the pupil's individualised support plan (plan de prise en charge individualisé) which is adopted by mutual agreement between the CI and the parents. The CI supervises the implementation of the individualised support plan and evaluates the latter on an annual basis to integrate any adjustments deemed necessary to ensure the pupil's educational progress. The CI may assist the parents if they wish to contact the National Inclusion Commission (*Commission nationale d'inclusion, CNI*). Parents may also choose to contact the CNI directly.

Who can you contact?

For more detailed information on available support, you can contact the following persons or services:

- the class teachers and the other school teachers;
- the specialised teacher for pupils with special educational needs (*instituteur spécialisé dans la scolarisation des élèves à besoins éducatifs spécifiques, I-EBS*);
- the regional support team for pupils with special educational needs (*équipe de soutien des élèves à besoins spécifiques, ESEB*);
- the regional inclusion commission (*commission d'inclusion, CI*);
- the regional directorate for primary education.





Secondary education

At the secondary school level, various support measures are available to students with special needs. This support is tailored to the student's individual needs and learning difficulties. This enables them to participate in regular education as much as possible.

What types of support are available?

Different measures are offered at the secondary school level in order to meet the student's special needs:

- **Classroom teaching** provided by the class teacher and the other teachers is **adapted to the student's special needs** in collaboration with the members of the support team for pupils with special educational needs (*équipe de soutien des élèves à besoins éducatifs spécifiques*, ESEB).
- **The teaching content is adapted** to enable the student to keep up with the pace of their chosen educational path.
- **Academic support** allows the student to study certain subjects individually or in a small group.
- The **student is supported** by one or more members of the support team for pupils with special educational needs (ESEB).

- The aim of **reasonable accommodations** is to adapt teaching and assessment methods to the student's needs. They make it easier for them to process and understand the subjects taught and do better in assessment tests.
- **Partial or total redirection** towards other educational paths or specialised classes makes it possible to adapt the pace, content and teaching methods to the student's abilities and needs.

These measures are implemented at the secondary school the student attends. Other measures are also available at a national level. These include enrolment in a special learning workshop, special schooling in a class at a competence centre for specialised psychopedagogy or schooling outside the Grand Duchy in a specialised educational establishment.

Who can work with students with special educational needs?

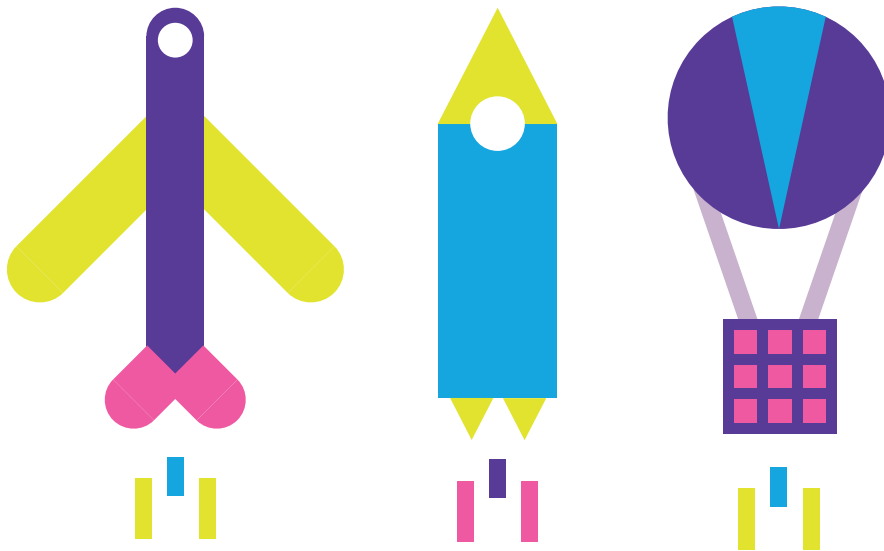
The primary contacts for students and their parents are the class teacher and the teachers. Other people are also available to implement suitable follow-up for the student, in concertation with the student and their parents:



Each secondary school has a **support team for pupils with special educational needs (*équipe de soutien des élèves à besoins éducatifs spécifiques, ESEB*)**. The ESEB members support students to enhance their well-being, autonomy, personal development and participation in school life. They advise the parents and the teachers and may themselves provide ambulatory support to students with special educational needs. At the request of the inclusion commission (*commission d'inclusion, CI*), they can, within four weeks (during school time), make a diagnosis that provides information on the needs of the student and the measures to be implemented whilst taking the parents' and teachers' input into account.

The role of the secondary school's **inclusion commission (*commission d'inclusion, CI*)** is to inform the students and parents on the different support measures available, and, if necessary, on the appropriate measures to be offered to the student. These measures are then included in the student's individualised training plan (*plan de formation individualisé*) which is adopted by mutual agreement between the CI, the student and the parents. The CI supervises the implementation of the individualised training plan and evaluates the latter on an annual basis to integrate any adjustments deemed necessary to ensure the student's educational progress. If the CI believes that reasonable accommodations are required for the student, it can submit an application to the reasonable accommodations commission (*Commission des aménagements raisonnables, CAR*), provided the parents or adult student have given their consent. The CI may assist the parents if they wish to contact the National Inclusion Commission (*Commission nationale d'inclusion, CNI*). The adult student or the parents may also choose to contact the CNI directly.

Moving forward together



**thanks to our
differences**

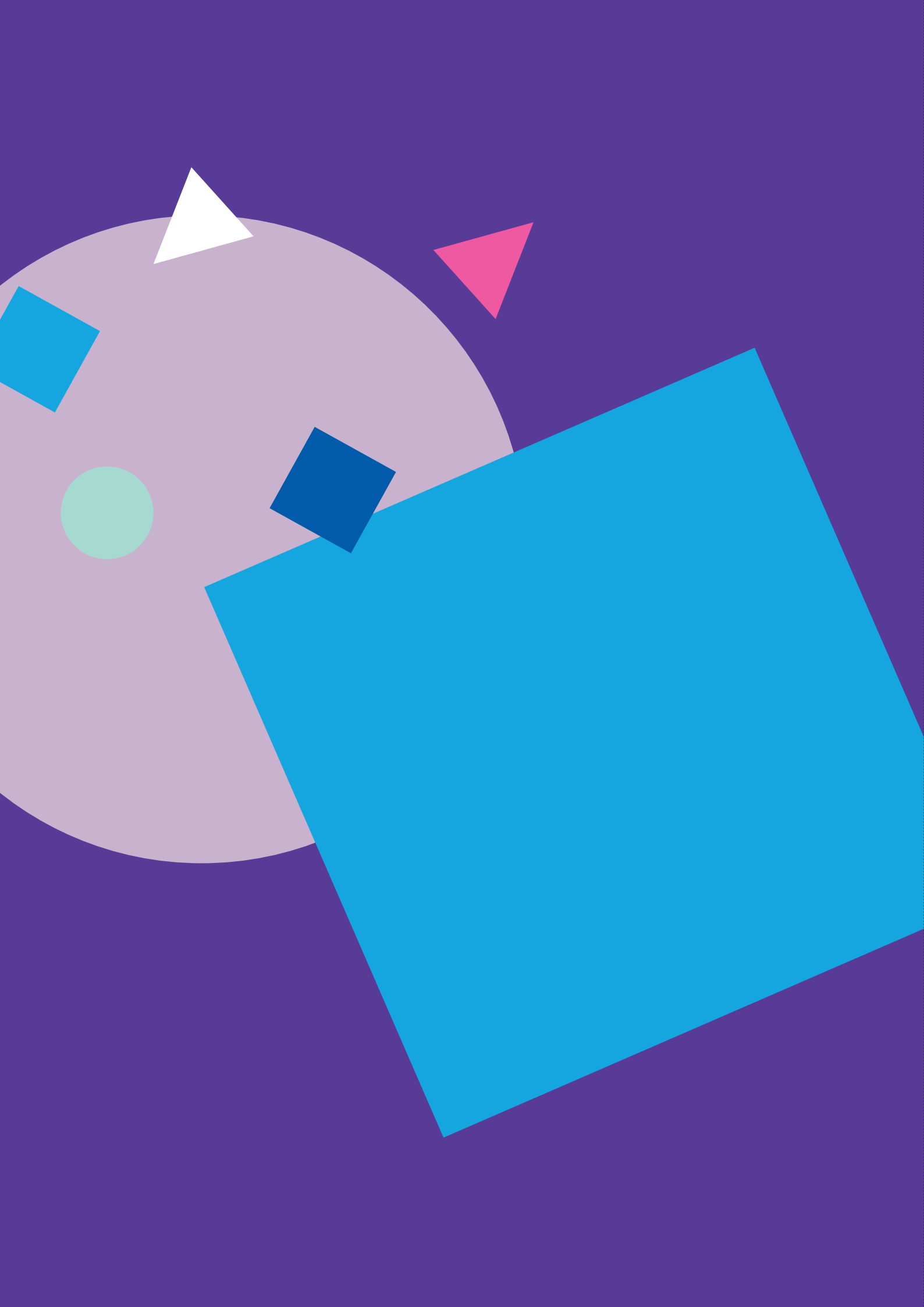


The **Reasonable Adjustments Commission (*Commission des aménagements raisonnables, CAR*)** defines the reasonable accommodations granted to the student in order to adapt the learning environment to their needs. A reasoned request may be submitted by the secondary school's inclusion commission substantiated by a case file and on the condition that the parents or the adult pupil have given their written consent. A reasoned request may be submitted by the parents or the adult student.

Who can you contact?

For more detailed information on the available support measures, you can contact the following persons or services:

- the class teacher and the other teachers at the secondary school;
- the support team for pupils with special educational needs (*équipe de soutien des élèves à besoins spécifiques, ESEB*) at the secondary school;
- the secondary school's inclusion commission (*commission d'inclusion, CI*);
- the secondary school's management.





The competence centres for specialised psychopedagogy

The competence centres for specialised psychopedagogy (*Centres de compétences en psycho-pédagogie spécialisée*) are for pupils with special needs and their parents who wish to receive specialised services in addition to the services provided by primary or secondary education.

In which areas are the competence centres active?

In Luxembourg, eight competence centres and one agency are specialised in dealing with the special needs pupils may have. They are active in clearly defined areas:

- Centre for the development of speech, hearing and communication-related skills - Competence centre for language and hearing therapy (*Centre pour le développement des compétences langagières, auditives et communicatives - Centre de logopédie, CL*);
- Competence centre for the development of vision-related skills (*Centre pour le développement des compétences relatives à la vue, CDV*);
- Competence centre for socio-emotional development (*Centre pour le développement socio-émotionnel, CDSE*);
- Grand Duchess Maria Teresa Competence centre for learning development (*Centre pour le développement des apprentissages Grande-Duchesse Maria Teresa, CDA*);

- Competence centre for motor development (*Centre pour le développement moteur, CDM*);
- Competence centre for intellectual development (*Centre pour le développement intellectuel, CDI*);
- Competence centre for children and young people with autism spectrum disorder (*Centre pour enfants et jeunes présentant un trouble du spectre de l'autisme, CTSA*);
- Competence centre for children and young people with high potential (*Centre pour enfants et jeunes à haut potentiel, CEJHP*);
- Agency for the transition to independent living (*Agence pour la transition vers une vie autonome, ATVA*).

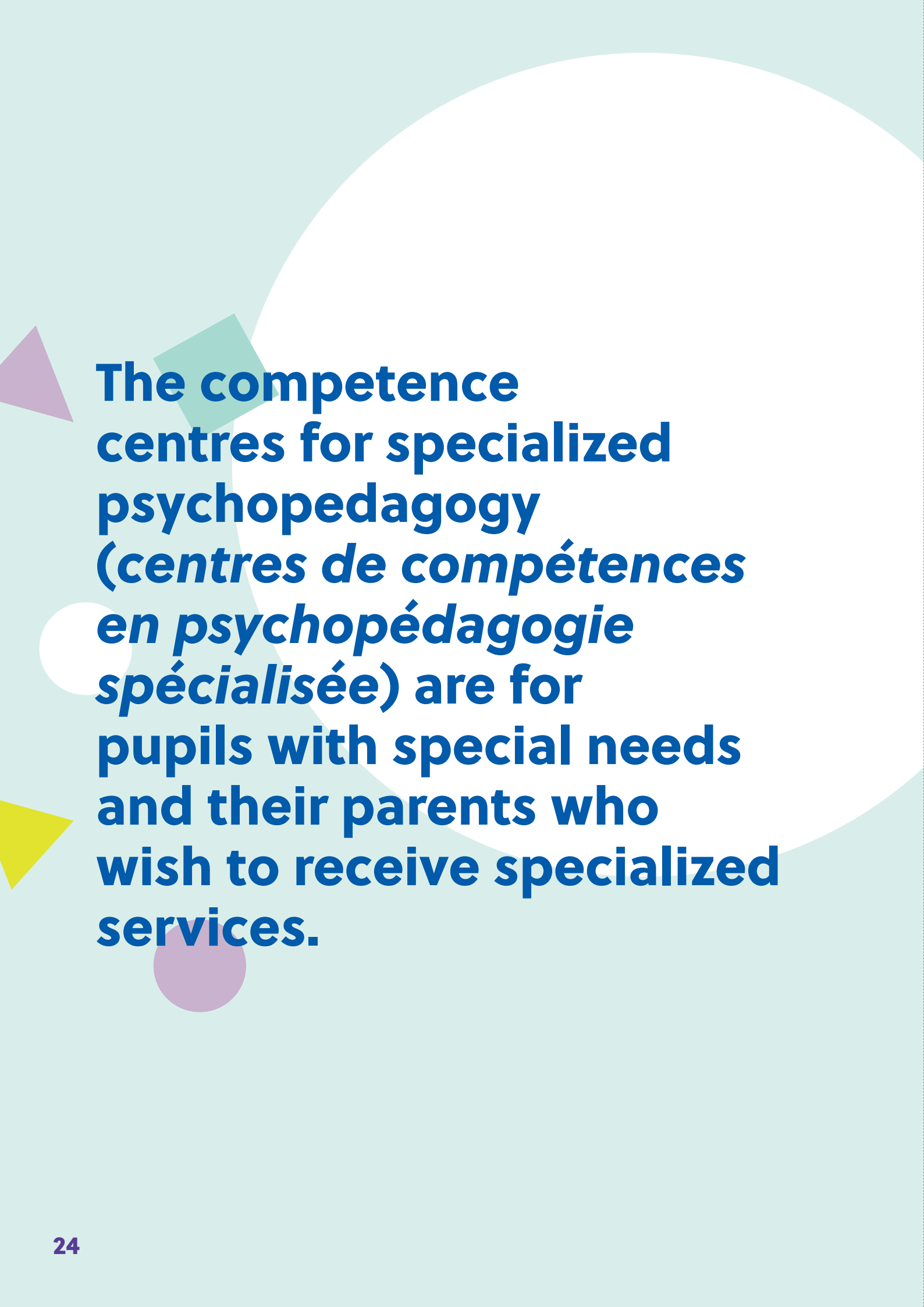
What types of support are available?

Various support measures are offered at the competence centres for specialised psychopedagogy to meet the pupil's needs:

- **Specialised diagnosis:** the competence centres carry out specialised diagnoses which identify the detailed special needs of pupils and help implement appropriate measures.



- **Advice:** pupils and their parents, primary and secondary school staff, as well as approved departments and institutions may benefit from the advice and guidance provided by the staff at the competence centres, who have been specially trained for this purpose.
- **Specific learning workshops:** the competence centres may offer learning workshops specifically designed to meet a pupils' needs. These learning workshops complement regular schooling and are organised either at one of the decentralised annexes of a competence centre, or at a primary or secondary school, or at any other appropriate venue.
- **Rehabilitation and therapy:** the competence centres offer rehabilitation and therapy sessions according to a pupils' needs.
- **Specialised ambulatory intervention (*intervention spécialisée ambulatoire*):** in addition to the measures set up in primary and secondary schools, staff from the competence centres can assist pupils with special needs within a classroom, in close collaboration with the schools' staff.
- **Special schooling:** pupils with special needs may attend a class at a competence centre, either full-time or in alternation with an attendance at a primary or secondary school. Classes may be organised either in one of the decentralised annexes of a competence centre or at a primary or secondary school as of cohabitation classes.



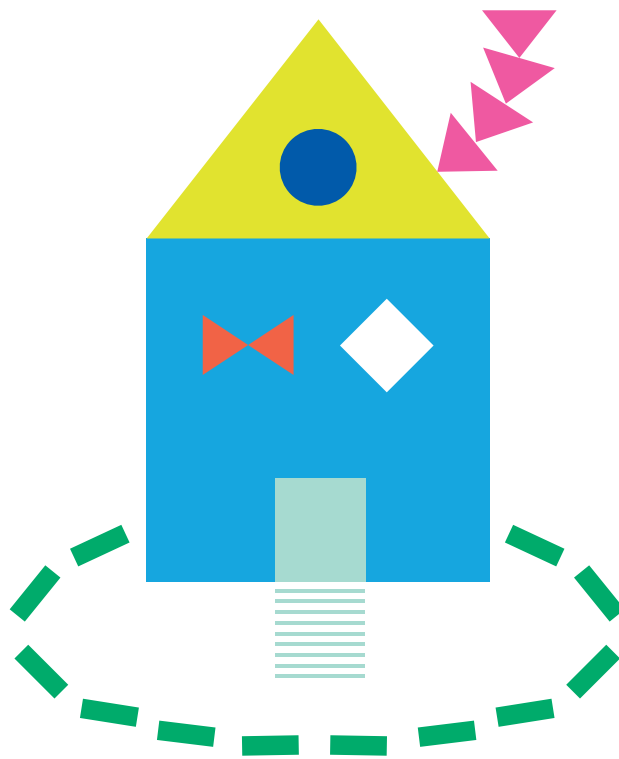
The competence centres for specialized psychopedagogy (*centres de compétences en psychopédagogie spécialisée*) are for pupils with special needs and their parents who wish to receive specialized services.



Who can you contact?

- For primary education, you may contact the support teams for pupils with special educational needs (*équipes de soutien des élèves à besoins spécifiques*, ESEB) or the inclusion commissions (*commissions d'inclusion*, CI) attached to the regional directorates for primary education.
- For secondary education, you may contact the support teams for pupils with special educational needs (*équipes de soutien des élèves à besoins spécifiques*, ESEB) or the inclusion commissions (*commissions d'inclusion*, CI) of the secondary school.
- Adult pupils and parents can also contact the competence centres directly for more detailed advice or, if the parties involved find it useful and if they mutually agree, in order to obtain a specialised diagnosis.

Building education



**with our
differences**

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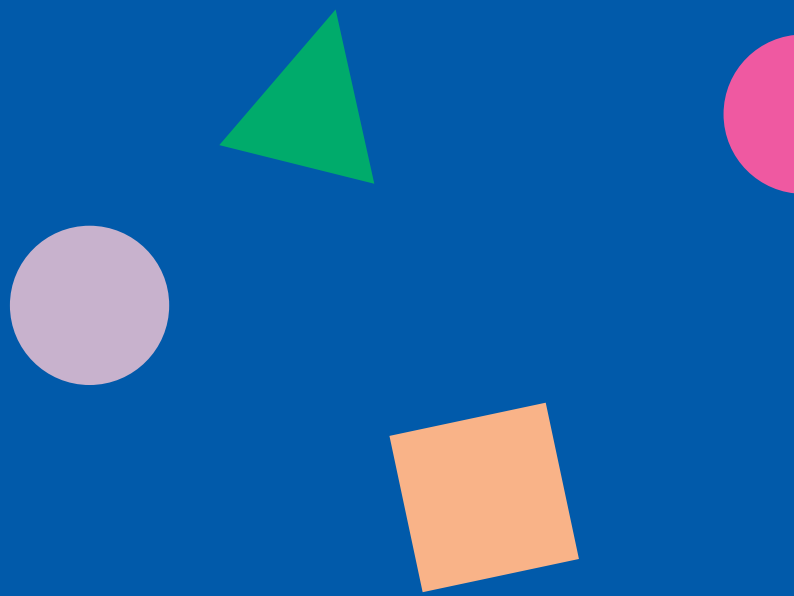
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