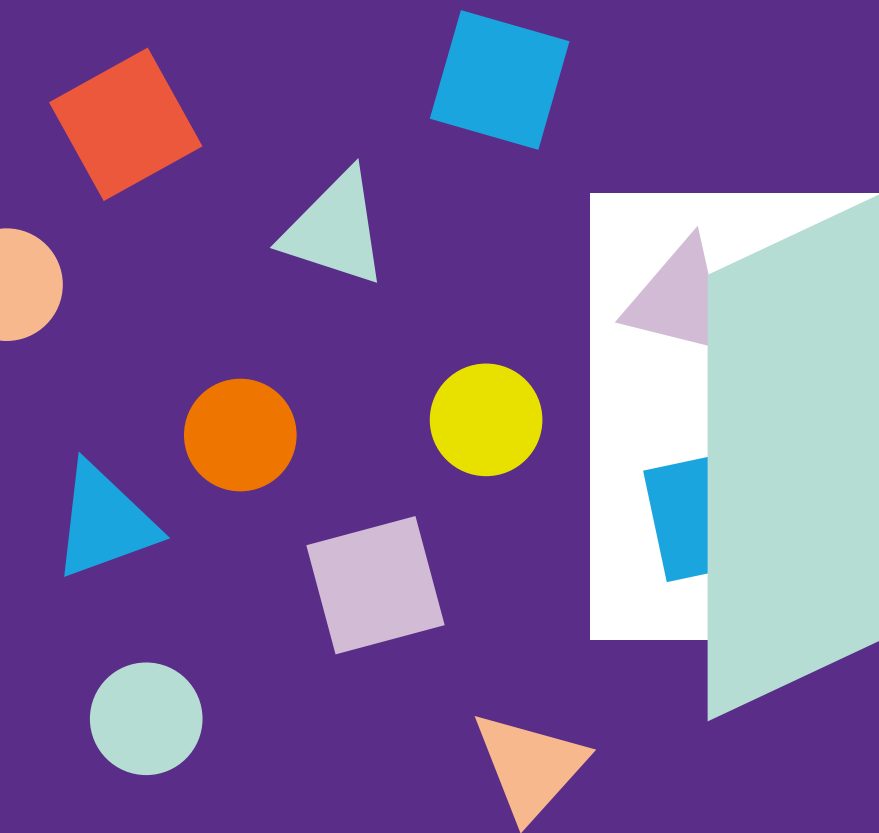


# Support measures for pupils with special educational needs

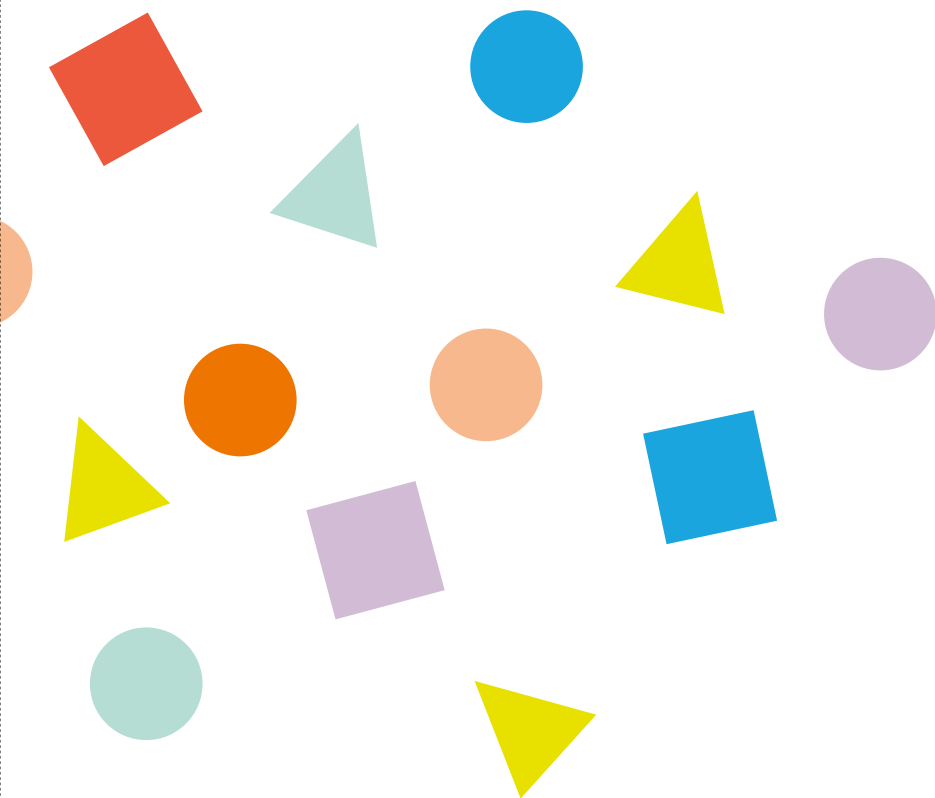


LE GOUVERNEMENT  
DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Éducation nationale,  
de l'Enfance et de la Jeunesse

Service national de l'éducation inclusive



# Support measures for pupils with special educational needs



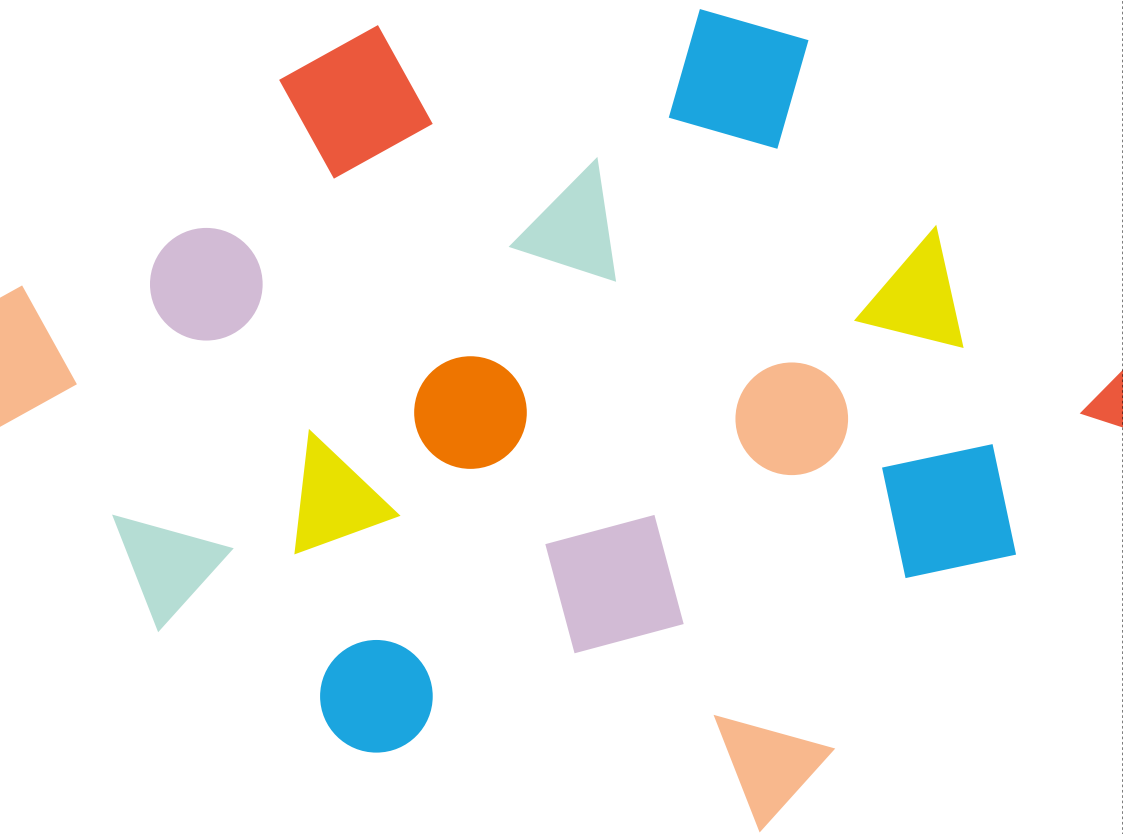
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One of the key principles of the Luxembourgish education system is to make school accessible to all pupils, including those with special educational needs (SEN).

The objective is to take everyone's diversity into account and to adapt the school to each pupil's SEN. 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 SEN who have difficulty keeping up with the normal pace of classes. This support enables them to participate in mainstream education alongside their classmates.

This brochure presents the measures available within primary and secondary education as well as the additional services offered by the competence centres for specialised psychopedagogy. It lists the practitioners at each level of education and provides information on the services and the people to contact when necessary.

# Growing together



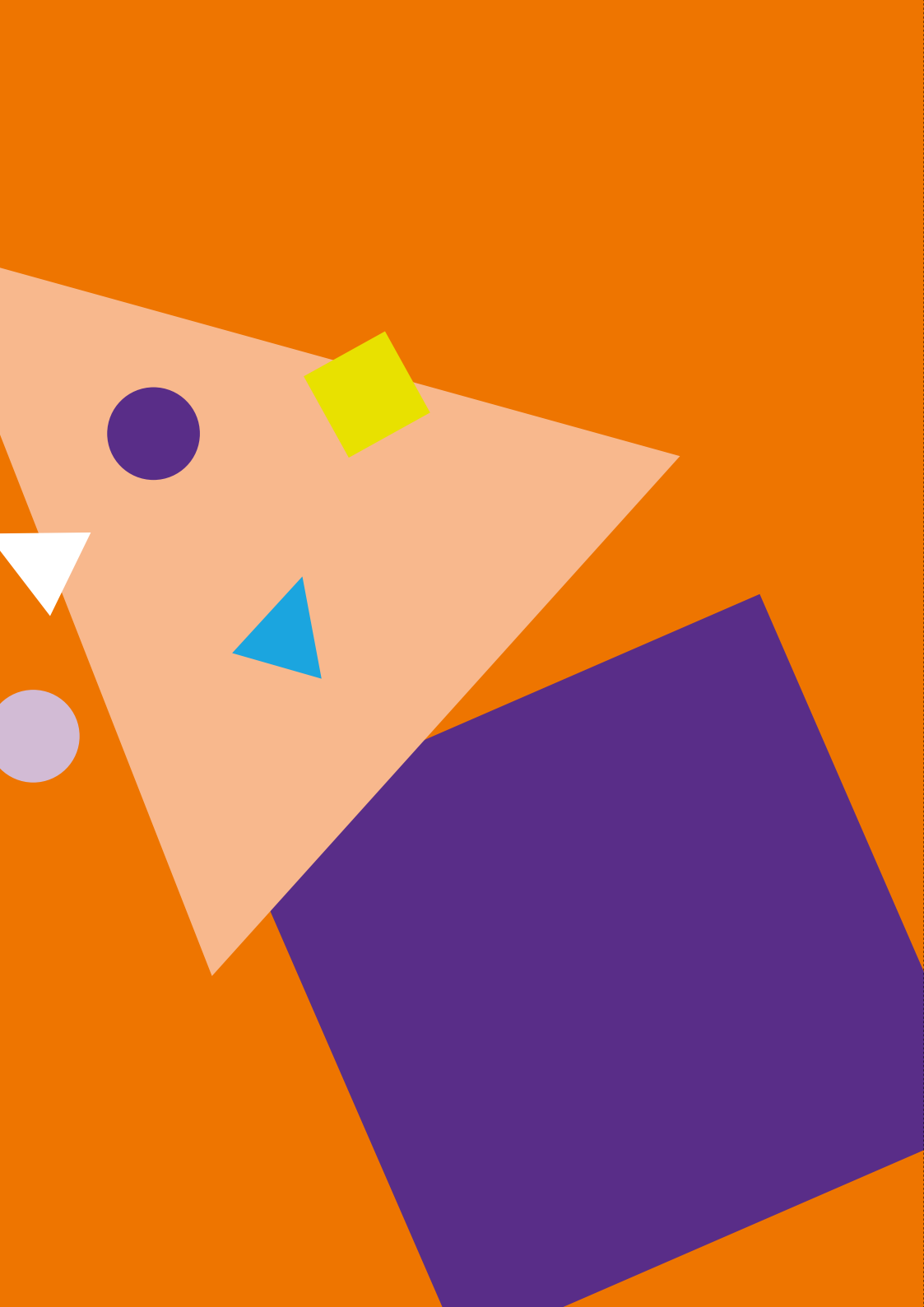
with our  
differences



## **Pupils with special educational needs**

Pupils with special educational needs (SEN) 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. Pupils with high potential also have SEN that require a specialised approach, to enable them to fully develop their abilities or achieve their potential.

A pupil's SEN may come under motor skills, vision, language, hearing, cognitive or social and emotional development, attention, learning, or autistic spectrum disorder.



# Primary education



In primary school, any pupil with special educational needs (SEN) who has difficulty 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 makes it possible for them to participate as much as possible in mainstream education with their classmates.

## What types of support are available?


Different measures may be proposed to meet the pupil's SEN.

### Adaptation of teaching in class

The teacher (class teacher) may adapt teaching in the class, in collaboration with the school's educational team.

### Reasonable accommodations

Reasonable accommodations may be set up. Their aim is to adapt teaching and assessment methods to the pupil's needs. They make it easier for them to process and understand the subjects taught and do better in assessment tests.



## Development and learning workshops


The pupil may take part in a development and learning workshop. This consists of targeted activities to overcome learning difficulties and language, motor, or social and emotional development disorders.

## Assistance in class

Members of the support team for pupils with special educational needs (*équipe de soutien des élèves à besoins éducatifs spécifiques*, ESEB) may offer assistance in class, at the school, during class hours. This is done in collaboration with the class teacher and the entire educational team.

## Learning of certain subjects in another class

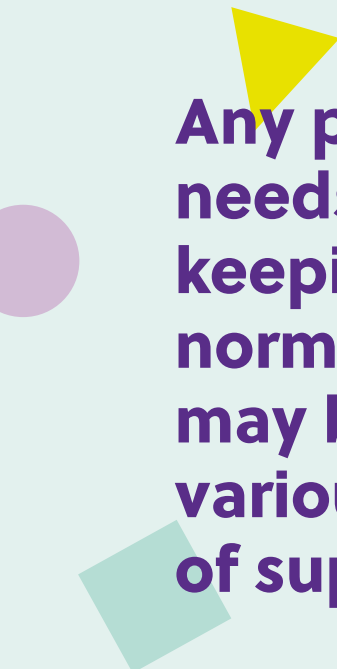
The pupil may temporarily attend lessons on certain subjects in a different class to their own (*classe d'attache*).



These measures are implemented at the school your child attends; other measures are available at a national level. These include specialised ambulatory intervention (*intervention spécialisée ambulatoire, ISA*), rehabilitation and therapy measures, registration to attend a special learning workshop, or special schooling in a class of a competence centre for specialised psychopedagogy or schooling in a specialised school outside the Grand Duchy (see page 31).

### **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 as well as social and educational staff). Other people are also available to implement suitable follow up for the pupil, in concertation with the pupil and their parents.



**Any pupil with special needs who has difficulty keeping up with the normal pace of classes, may be eligible for various types of support.**



## **Specialised teachers for pupils with special educational needs**

In keeping with an inclusive approach, specialist 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 ESEB and the competence centres for specialised psychopedagogy. They also communicate information regarding the pupils' educational progress to their parents.

## **Assistants for pupils with special educational needs**

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

## Support teams for pupils with special educational needs

A support team for pupils with special educational needs (*équipe de soutien des élèves à besoins éducatifs 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 in the form of assistance in class.

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 pupils concerned and the measures to be implemented, taking the parents' and teachers' input into account.





## Inclusion commissions

The role of the inclusion commissions (*commissions d'inclusion*, CI) of each directorate of primary education is to inform parents on the different support measures available, and where applicable, to pinpoint 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 appoints a reference person for each pupil. This person is the contact person for the pupil and their parents.

The CI may also contact the *Commission nationale d'inclusion* (CNI, National Inclusion Commission), subject to the parents' approval. The parents may also choose to contact the CNI directly.

## Commission nationale d'inclusion (CNI)

In addition to the measures that are implemented within schools, the *Commission nationale d'inclusion* (CNI, National Inclusion Commission) can be consulted regarding any request for a specialised diagnosis, the implementation of a specialised ambulatory intervention (*intervention spécialisée ambulatoire, ISA*), special schooling, a rehabilitation and therapy measure or specific learning workshops by a centre for specialised psychopedagogy. In cases where the pupil's special educational needs (SEN) demand specialised care that cannot be provided by one of the centres, the CNI may offer to enrol the pupil in a school abroad.

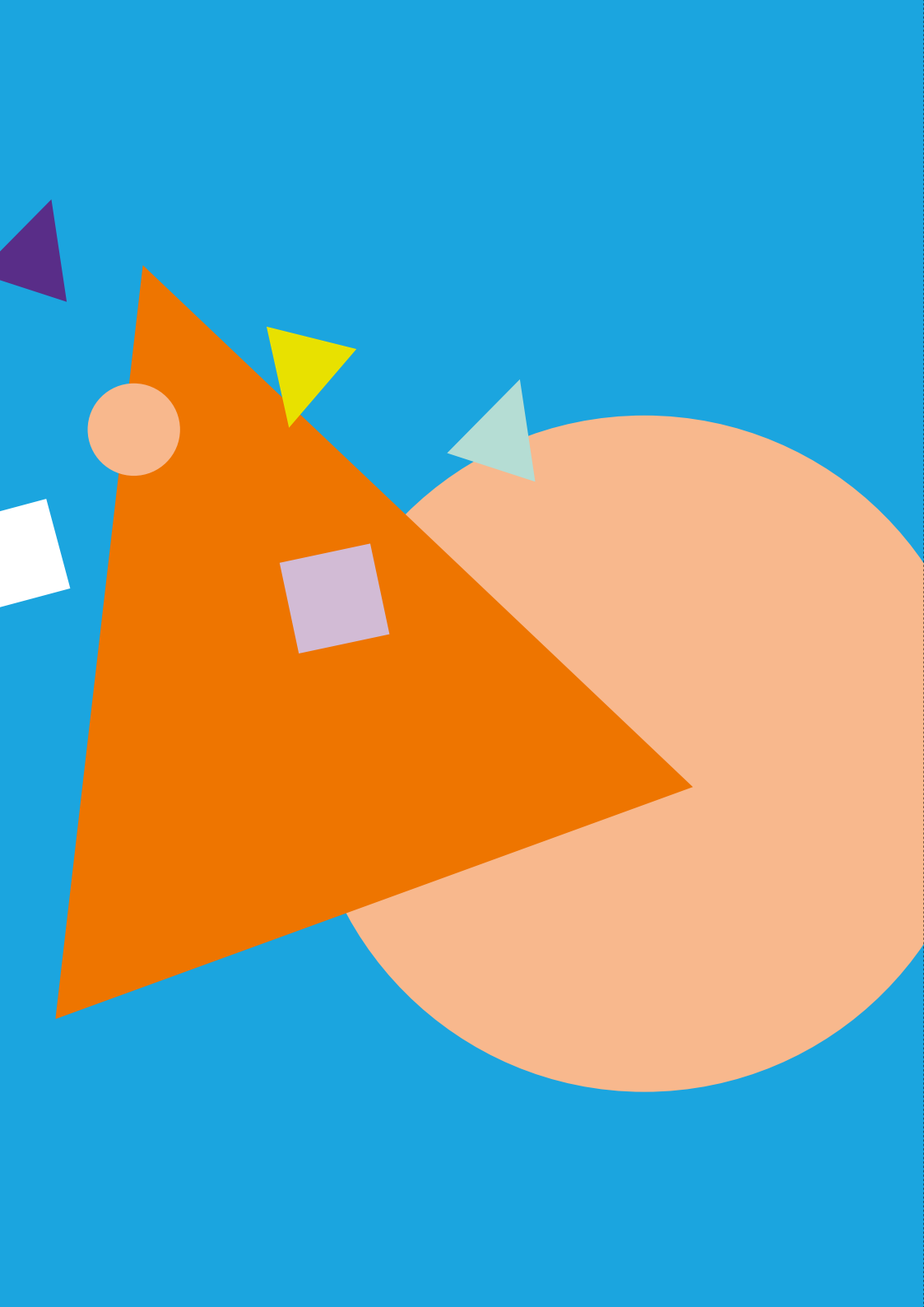
The inclusion commissions, the approved bodies in the social, family or therapeutic field and the pupil's doctor may contact the CNI on the condition that the parents have given their written consent. The parents are also entitled to send their request directly to the CNI.



## Who can you contact?

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

- the class teachers and the other school teachers;
- the school's specialist 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 éducatifs spécifiques, ESEB*);
- the regional inclusion commission (*commission d'inclusion, CI*);
- the regional directorate for primary education;
- the *Service national de l'éducation inclusive* (SNEI, National Service for Inclusive Education).



# Secondary education



Various types of assistance are available to pupils with special educational needs (SEN) at secondary school. This assistance is tailored to the child's individual needs and learning difficulties. It makes it possible for them to participate as much as possible in mainstream education.

## What types of support are available?

Different types of assistance are proposed at secondary school in order to meet the pupil's special educational needs (SEN).

### Adaptation of teaching in class

Class teaching provided by the class teacher and the other teachers is adapted to the pupil's specific 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*).

### Adaptation of the teaching content

The teaching content is adapted to enable the pupil to keep up with the pace of their chosen educational path.

## Academic support

Academic support allows the pupil to study certain subjects individually or in a small group.

## Support of the pupil

The pupil may be taken care of by the support team for pupils with special educational needs (*équipe de soutien des élèves à besoins éducatifs spécifiques*, ESEB).

## Reasonable accommodations

The aim of reasonable accommodations is to adapt teaching and assessment methods to the pupil's needs. They make it easier for the pupil to assimilate the subjects taught and do better in assessment tests.

## Partial or total redirection

Partial or total redirection towards other educational paths or specialised classes makes it possible to adapt the pace, content and teaching methods to the pupil's abilities and needs.



These measures are implemented at the secondary school the pupil attends; other measures are available at a national level.

These include specialised ambulatory intervention (*intervention spécialisée ambulatoire, ISA*), rehabilitation and therapy measures, registration to attend a special learning workshop, or special schooling in a class of a competence centre for specialised psychopedagogy or schooling in a specialised school outside the Grand Duchy (see page 31).

## **Who can work with pupils with special educational needs?**

The primary contacts for pupils and their parents are the class teacher and the other teachers. Other people are also available to implement suitable follow up for the pupil, in concertation with the pupil and their parents.

## Support teams for pupils with special educational needs

There is a support team for pupils with special educational needs (*équipe de soutien des élèves à besoins éducatifs spécifiques*, ESEB) in every secondary school. The ESEB members support pupils 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 pupils with special educational needs (SEN). 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 pupils concerned and the measures to be implemented, taking the parents' and teachers' input into account.





## Inclusion commissions

The role of the secondary school's inclusion commission (*commission d'inclusion*, CI) is to inform the pupils and parents on the different support measures available, and where applicable, to pinpoint the appropriate measures to be offered to the pupil. These measures are then included in the pupil's individualised training plan (*plan de formation individualisé*) which is adopted by mutual agreement between the CI, the pupil and the parents. The CI ensures the individualised training plan is implemented and evaluates the latter on an annual basis to integrate any adjustments deemed necessary to ensure the pupil's educational progress.

If the CI believes that reasonable accommodations are required for the pupil, it can submit an application to the *Commission des aménagements raisonnables* (CAR, Reasonable Accommodations Commission), provided the parents or adult pupil have given their consent.

The CI may also contact the *Commission nationale d'inclusion* (CNI, National Inclusion Commission), subject to the parents' approval.

The adult pupil or the parents may also choose to contact the CNI directly.

**Class teaching provided by the class teacher and the other teachers is adapted to the pupil's specific 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*).**



## **Commission des aménagements raisonnables (CAR)**

The *Commission des aménagements raisonnables* (CAR, reasonable accommodations commission) defines the reasonable accommodations granted to the pupil 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 equally be submitted by the parents or the adult pupil.

## Commission nationale d'inclusion (CNI)

In addition to the measures that are implemented within secondary schools, the *Commission nationale d'inclusion* (CNI, National Inclusion Commission) can be consulted regarding any request for a specialised diagnosis, the implementation of a specialised ambulatory intervention (*intervention spécialisée ambulatoire*, ISA), special schooling, a rehabilitation and therapy measure or specific learning workshops by a centre for specialised psychopedagogy. In cases where the pupil's special educational needs (SEN) demand specialised care that cannot be provided by one of the centres, the CNI may offer to enrol the pupil in a school abroad.

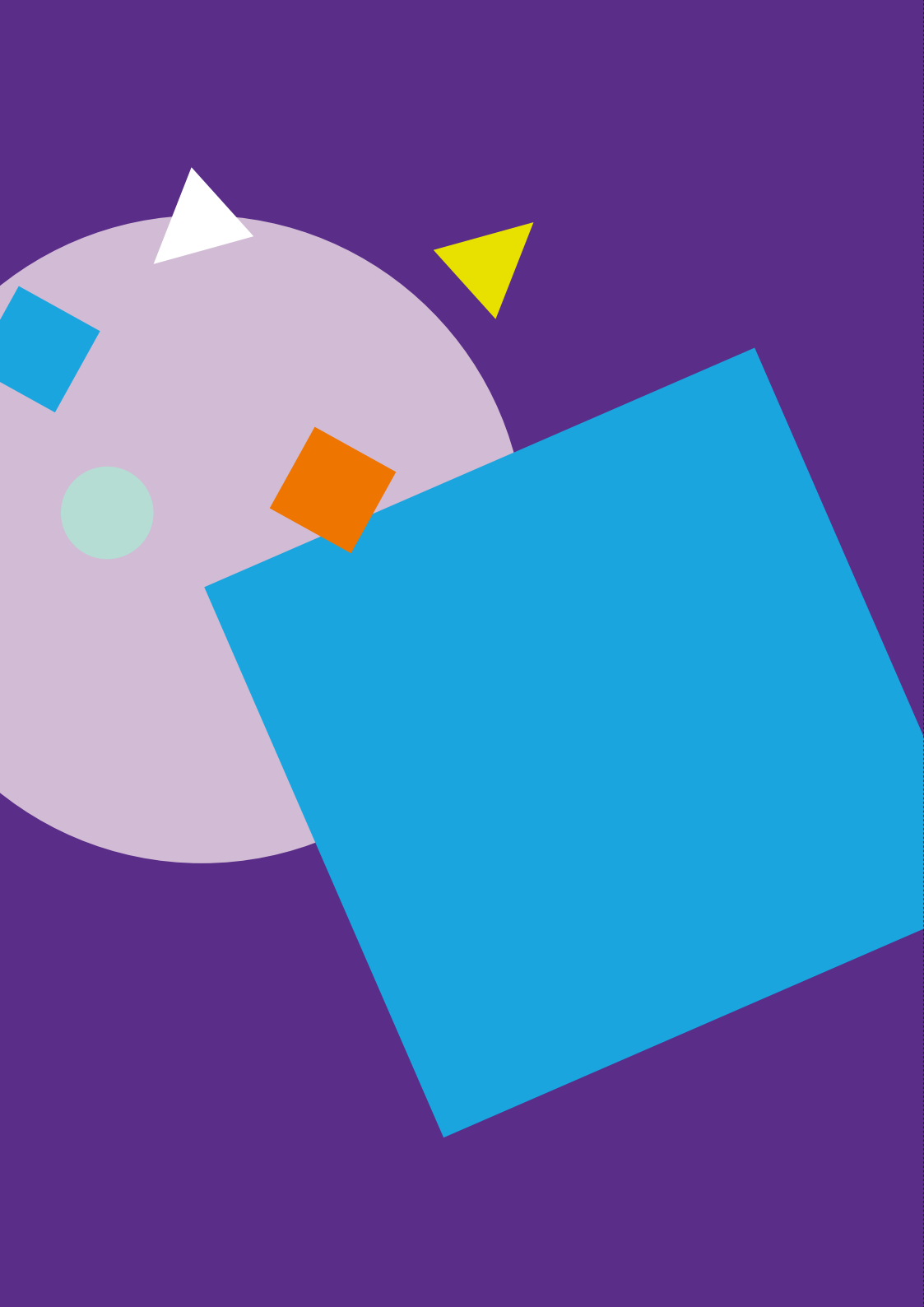
The inclusion commissions, the approved bodies in the social, family or therapeutic field and the pupil's doctor may contact the CNI on the condition that the parents have given their written consent. The parents are also entitled to send their request directly to the CNI.



## Who can you contact?

For more detailed information on the types of support available, 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 éducatifs spécifiques, ESEB*) at your secondary school;
- the secondary school's inclusion commission (*commission d'inclusion, CI*);
- the secondary school's management;
- the *Service national de l'éducation inclusive* (SNEI, National Service for Inclusive Education).



# Competence centres for specialised psychopedagogy



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

## In which areas are the competence centres active?

There are eight competence centres and one agency in the Grand Duchy. They specialise in dealing with the SEN pupils may have. They are active in clearly defined fields:

### **Centre pour le développement des compétences langagières, auditives et communicatives (Centre de logopédie, CL)**

The *Centre pour le développement des compétences langagières, auditives et communicatives – Centre de logopédie* (Centre for the Development of Speech, Hearing and Communication-Related Skills) is aimed at pupils with speech and language difficulties and/or hearing impairment.

### **Centre pour le développement des compétences relatives à la vue (CDV)**

The *Centre pour le développement des compétences relatives à la vue* (Competence Centre for the Development of Vision-Related Skills) is aimed at pupils who have special educational needs related to sight with or without associated difficulties.

### **Centre pour le développement socio-émotionnel (CDSE)**

The *Centre pour le développement socio-émotionnel* (Competence Centre for Socio-Emotional Development) is aimed at pupils with behavioural difficulties.

### **Centre pour le développement des apprentissages « Grande-Duchesse Maria Teresa » (CDA)**

The *Centre pour le développement des apprentissages « Grande-Duchesse Maria Teresa »* (Grand Duchess Maria Teresa Competence Centre for Learning Development) is aimed at pupils who have difficulty with reading, written expression, or mathematics, or an associated disorder, for example attention deficit disorder (with or without hyperactivity).





### **Centre pour le développement moteur (CDM)**

The role of the *Centre pour le développement moteur* (Competence Centre for Motor Development) is to meet the special educational needs (SEN) of pupils with a disability as a result of a motor or physical disorder, or a delay in motor skills development.

### **Centre pour le développement intellectuel (CDI)**

The *Centre pour le développement intellectuel* (Competence Centre for Intellectual Development) provides for pupils with intellectual development disorders.

### **Centre pour enfants et jeunes présentant un trouble du spectre de l'autisme (CTSA)**

The *Centre pour enfants et jeunes présentant un trouble du spectre de l'autisme* (Competence Centre for Children and Young People with Autism Spectrum Disorder) provides for pupils with an autism spectrum disorder (ASD).

### **Centre pour enfants et jeunes à haut potentiel (CEJHP)**

The objective of the *Centre pour enfants et jeunes à haut potentiel* (Competence Centre for Children and Young People with High Potential) is to support pupils with high potential.

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



## **Agence pour la transition vers une vie autonome (ATVA)**

The aim of the *Agence pour la transition vers une vie autonome* (Agency for the Transition to Independent Living) is to help young people with special educational needs who are supported by a competence centre, on a voluntary basis, to find work.

## **What types of support are available?**

Various types of support 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 allow to identify exactly the special educational 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 measures 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 pupils' needs. These learning workshops complement regular schooling and are organised either at one of the decentralised annexes of a competence centre, 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 pupils' needs.

### **Specialised ambulatory intervention (*intervention spécialisée ambulatoire, ISA*)**

In addition to the measures set up in primary and secondary schools, staff from the competence centres intervene in the classroom to assist pupils with special educational needs (SEN), in close collaboration with the schools' staff.

### **Special schooling**

Pupils with special educational needs (SEN) may attend a class at a competence centre, either full-time or alternating with 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 in the form of cohabitation classes.

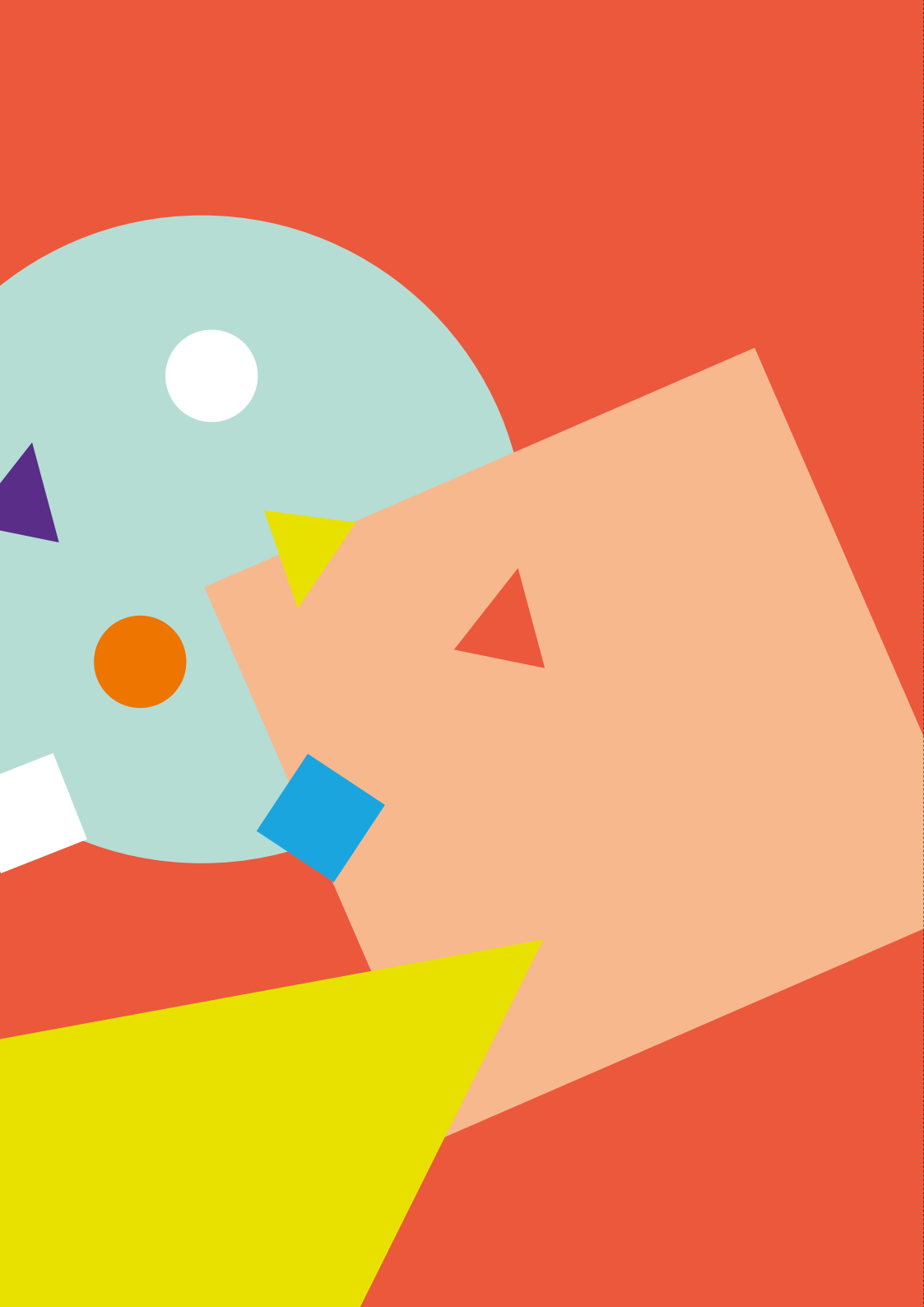


## Who can you contact?

**For primary education**, you may contact the school's specialist teacher for pupils with special educational needs (*instituteur spécialisé dans la scolarisation des élèves à besoins éducatifs spécifiques*, I-EBS), the support teams for pupils with special educational needs (*équipes de soutien des élèves à besoins spécifiques*, ESEB) and 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 éducatifs 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 see fit and if they mutually agreed, to obtain a specialised diagnosis.



# Service national de l'éducation inclusive (SNEI)



The mission of the *Service national de l'éducation inclusive* (SNEI, National Service for Inclusive Education) is to promote inclusive education and develop the quality of the support system for pupils with special educational needs (SEN).

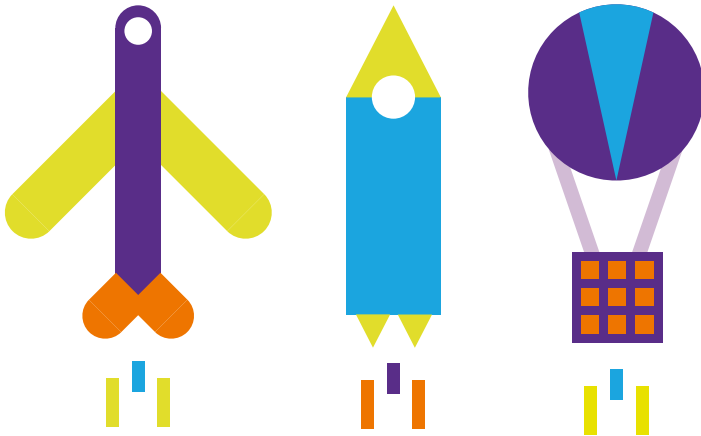
## **Service national de l'éducation inclusive (SNEI)**

33, Rives de Clausen  
L-2165 Luxembourg

**Phone:** (+352) 247-85180

**E-mail:** [snei@men.lu](mailto:snei@men.lu)

# Moving forward together



**thanks to  
our differences**



# Useful contacts



**List of regional directorates for primary education**

## **Service de l'enseignement fondamental**

33, Rives de Clausen | L-2165 Luxembourg

Phone: (+352) 247-85100

## **Service de l'enseignement secondaire**

33, Rives de Clausen | L-2165 Luxembourg

Phone: (+352) 247-85129 / 247-95162

## **Commission nationale d'inclusion**

33, Rives de Clausen | L-2165 Luxembourg

Phone: (+352) 247-65125 | E-mail: [odj@cni.men.lu](mailto:odj@cni.men.lu)

## **Commission des aménagements raisonnables**

L-2926 Luxembourg

Phone: (+352) 247-95191 | E-mail: [car@men.lu](mailto:car@men.lu)



**List of competence centres for specialised psychopedagogy**

## **Service national de l'éducation inclusive (SNEI)**

33, Rives de Clausen | L-2165 Luxembourg

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An accessible version of the  
brochure in English, French and  
German can be downloaded at:  
**www.inclusion-scolaire.lu**





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