



LE GOUVERNEMENT
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Ministère de l'Éducation nationale,
de l'Enfance et de la Jeunesse

Children and young people with specific needs

Enfants et jeunes à besoins spécifiques

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Children and young people with specific needs



All children and young people are entitled to personal support so that they are able to develop their skills and reach their full potential.

One of the priorities of the Luxembourg Government is to ensure that children and young people with special educational needs are able to attend school in the 'regular' system and use childcare and youth activity structures whenever such inclusion is possible and wanted by the parents. In the Grand Duchy, the percentage of pupils attending specialised centres is less than 1%, which indicates a high degree of inclusion.

A child or young person with specific needs finds learning harder than most pupils of the same age, or has specific deficiencies or difficulties. They cannot be cared for using the resources normally available to their teachers or education workers. Their needs may fall within the areas of motricity, sight, language, hearing, cognitive development or behaviour.

If a child with specific needs is in difficulty, for example in keeping up with the normal pace of classes at school, various types of assistance may be proposed. The assistance is tailored to the child's individual needs and learning difficulties.

In *crèches* (nurseries) and *maisons relais* (childcare centres) and during activities for young people (in *maison des jeunes* - youth centres, holiday and leisure activities for children and young people), particular attention is paid to the specific needs of the children and young people attending them.

The inclusion of children and young people with specific needs involves a wide range of areas, including:

- ✚ education and training (elementary and secondary school, vocational training, higher education, music lessons, adult learning);
- ✚ education and childcare services (*crèches* and *maisons relais*);
- ✚ activities for young people (e.g. at *maisons des jeunes* – youth centres, holiday and leisure activities);

Elementary school

At elementary school, your child may have the benefit of various types of assistance if he/she has specific needs and, for example, has difficulty keeping up with the normal pace of classes. This assistance is tailored to the child's individual needs and learning difficulties. It makes it possible for him/her to participate as much as possible in 'regular' education with his/her classmates.

What support measures are available to help your child?

Different types of assistance may be proposed in order to meet the pupil's specific needs:

- The class teacher (*titulaire de classe*) may adapt teaching in the class, in collaboration with the school's educational team.
- The pupil may temporarily attend classes in certain subjects in a different class than his/her usual class (*classe d'attache*).
- Each learning cycle may be extended to spread over three years rather than the normal two years.
- Reasonable accommodations may be set up. Their aim is to adapt teaching and assessment methods to the pupil's needs. This makes it easier for the pupil to assimilate the subjects taught and do better in assessment tests.
- A specialist may offer assistance either in the classroom or a specialised ambulatory intervention at the school during class hours. This is done in collaboration with the class teacher and the entire educational team.

In addition to these measures set up at the school your child attends, there are also measures at the national level. These include registration to attend a special learning workshop, or special schooling in a class at a competence centre, or schooling outside the Grand Duchy.

Who can work with your child?

If, as the parents of a pupil with specific needs, you have any questions about your child's wellbeing and academic progress, you can contact directly the class teacher, or the educational team for the cycle your child is in.

They may direct you to various specialists operating at different levels.

- **Specialized teachers for pupils with specific needs (*instituteurs spécialisés dans la prise en charge des élèves à besoins spécifiques* - I-EBS)** are directly allocated to elementary schools.

They are the primary contact between the pupil concerned, his/her parents, the class teacher and the other members of the educational team. They may assist the pupil in the classroom, and work closely with the members of the ESEB (see below) and the inclusion commission.

- A **support team for pupils with specific needs (*équipe de soutien des élèves à besoins spécifiques* - ESEB)** operates within each of the fifteen directorates for elementary education. The members of the ESEB advise the teachers and may themselves provide ambulatory care at the school in the form of assistance in the classroom. They may draw up an initial diagnosis in collaboration with the teachers concerned, and provide further support to the pupils if the school is not able to do enough. They ensure that the individualised support plan defined for the pupil by the inclusion commission (see below) is being implemented.
- There is an **inclusion commission (*commission d'inclusion* - CI)** within each directorate for elementary education. Their mission is to define appropriate support to offer the pupil in the form of an individualised support plan (*plan de prise en charge individualisé*). The pupil's parents are asked to agree to this individualised support plan. The CI may also grant reasonable accommodations.
- The CI may also assist parents who wish to apply to the **national inclusion commission (*Commission nationale d'inclusion* - CNI)** for more specialised care and action in relation to the pupil's needs. Parents may also contact the national inclusion commission (CNI) directly.

Who can you contact?

- The class teacher for your child's class
- The specialized teacher for pupils with specific needs (I-EBS) at your elementary school with the help of the class teacher
- The team supporting pupils with specific needs (ESEB): contact the [directorate for elementary education](#)
- The inclusion commission (CI): contact the [directorate for elementary education](#)

Secondary school

Various types of assistance are available to pupils with specific needs at secondary school. This assistance is tailored to the child's individual needs and learning difficulties. It makes it possible for him/her to participate as much as possible in 'regular' education.

What support measures are available to help your child?

Different types of assistance are proposed at secondary school in order to meet the pupil's specific needs:

- Academic support allows the pupil to study certain subjects individually or in a small group.
- The aim of reasonable accommodations is to adapt teaching and assessment methods to the pupil's needs. This makes it easier for the pupil to assimilate the subjects taught and do better in assessment tests.
- Assistance in the classroom provides the pupil with individual support, according to his/her needs. The intervention of a specialist in the classroom directly promotes the pupil's inclusion in the class.
- Psychological support and personal, relational and social support provides help for pupils who are going through a difficult period or are in crisis. This helps pupils regain the social and emotional stability necessary for successful schooling.
- The individualised training plan (*plan de formation individualisé* - PFI) adapts the training plan to match the pupil's abilities. If necessary, the PFI provides for partial or total reorientation to another training route.
- Reception in a class with special aims (*classe à objectifs spéciaux*) or in a special class (*classe spécialisée*) makes it possible to adapt the pace, content and teaching methods to the pupil's abilities and needs.

These measures are set up at the school your child attends; other measures are available at the national level. These include registration to attend a special learning workshop, or special schooling in a class at a competence centre, or schooling outside the Grand Duchy.

Who can work with your child?

The primary contacts for pupils and their parents are **the teachers** and **the head teacher (*régent*)**. Other people are also available to implement suitable follow up for the pupil, in concertation with the pupil and his/her parents:

- The members of the **school's administration**: they may, for example, organise academic support, grant reasonable accommodations, or pass on a request to the reasonable accommodations commission (*commission des aménagements raisonnables* - CAR).
- The **psycho-social counselling and school support service (*service psycho-social et d'accompagnement scolaires* - SePAS)** offers pupils psychological, personal and social guidance.
- The **team supporting pupils with specific needs (*équipe de soutien des élèves à besoins spécifiques* - ESEB)**: The members of the team advise the teachers and may themselves provide ambulatory care at the school in the form of assistance in the classroom. The team may draw up an initial diagnosis in collaboration with the teachers, and provide further support to the pupil concerned.
- The secondary school's **school inclusion commission (*commission d'inclusion scolaire* - CIS)** has the task of defining the appropriate support to be offered to the pupil. The CIS may, for example, draw up an individualised training plan (PFI) or advise the principal in the implementation of reasonable accommodations.
- The CIS may also assist pupils and parents who wish to apply to the **national inclusion commission (*Commission nationale d'inclusion* - CNI)** for more specialised care and action in relation to the pupil's needs. Adult pupils and parents also have the possibility of contacting the national inclusion commission directly.

Who can you contact?

- [The administration of your secondary school](#)
- The secondary school's school inclusion commission (CIS): contact the school's administration
- The secondary school's support team for pupils with specific needs (ESEB): contact the school's administration
- The secondary school's [psycho-social counselling and school support service \(SePAS\)](#)
- [The reasonable accommodations commission \(CAR\)](#)

Competence centres

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

In which fields are the competence centres active?

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

- [Centre de logopédie](#) (Centre for language and hearing therapy - CL);
- [Centre pour le développement des compétences relatives à la vue](#) (Centre for the development of vision-related skills - CDV);
- [Centre pour le développement socio-émotionnel](#) (Centre for socio-emotional development - CDSE);
- [Centre pour le développement des apprentissages](#) (Centre Grand Duchess Maria Teresa for learning development);
- [Centre pour le développement moteur](#) (Centre for motor development - CDM);
- [Centre pour le développement intellectuel](#) (Centre for intellectual development - CDI);
- [Centre pour enfants et jeunes présentant un trouble du spectre de l'autisme](#) (Centre for children and young people with autism spectrum disorder - CTSA);
- [Centre pour enfants et jeunes à haut potentiel](#) (Centre for children and young people with high potential - CEJHP);
- [Agence pour la transition vers une vie autonome](#) (Agency for the transition to independent living - ATVA).

What support measures are available to help your child?

Various types of assistance are offered at the competence centres in order to meet the pupil's needs:

- Specialised diagnosis: the competence centres carry out specialised diagnoses which allow to identify exactly the specific needs of pupils and help set up measures matched to these needs.
- Advice and follow-up: The competence centres advise and support parents, the education teams in schools, and other approved services in dealing with pupils with specific needs.
- Rehabilitation and therapy: the competence centres offer rehabilitation and therapy sessions according to pupils' needs.
- Individualised education plan (*plan éducatif individualisé* - PEI): the specialists at the competence centres draw up an individual educational plan for each pupil. They adapt the regular curriculum or syllabus to the pupil's specific abilities and needs.

- Specialised ambulatory intervention (*intervention spécialisée ambulatoire* - ISA): in addition to the measures set up in elementary and secondary schools, staff from the competence centres intervene in the classroom to assist pupils with specific needs, in close collaboration with the school's staff .
- Special schooling in a class at a competence centre: pupils with specific needs 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 an elementary or secondary school in the form of cohabitation classes;
- 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, or at an elementary or secondary school, or at any other appropriate venue.

Who can you contact?

Most parents and pupils with specific needs contact

- for elementary education: class teachers or specialized teacher for pupils with specific needs (I-EBS) allocated to the schools; the teams supporting pupils with specific needs (ESEB) or the inclusion commissions (CI) attached to the [directorates for elementary schools \(list\)](#) ;
- [in secondary schools \(list\)](#): head teachers, the teams supporting pupils with specific needs (ESEB), the school inclusion commissions (CI), or the [psycho-social counselling and school support services \(SePAS\) \(list\)](#).

They may also contact the [competence centres \(list\)](#) for specific advice or to obtain a specialist diagnosis.

With the agreement of the parents or adult pupils concerned, the inclusion commissions (CI) and the school inclusion commissions (CIS) may pass a request for specialist care to the [national inclusion commission \(CNI\) \(list\)](#). As a rule, the CNI asks one or more of the competence centres to draw up a specialist diagnosis. As appropriate, it proposes that the pupil with specific needs be cared for by one or more of the competence centres. No care may be provided without the agreement of the parents or the adult pupil.

Contacts

Below is a list of the contact details of the various stakeholders involved in your child's care.

Elementary school

- specialized teacher for pupils with specific needs (I-EBS): contact your class teacher (*titulaire de classe*)
- Inclusion commission (CI): contact the directorate for elementary education
- Support team for pupils with specific needs (ESEB) contact the directorate for elementary education
 - Directorates for elementary education

Secondary school

Administrations for secondary schools

- School inclusion commission (CIS): contact the school's administration
- Support team for pupils with specific needs (ESEB): contact the school's administration
- [Psycho-social counselling and school support service](#) (SePAS): contact the school's administration
- [Reasonable accommodations commission](#) (CAR): contact the school's administration

Competence centres

- [Competence centres](#) (CC) (list)
- [National inclusion commission](#) (CNI) (list)
- Inclusion commission(CI)): contact the class teacher or the [directorate for elementary education](#)
- School inclusion commission (CIS) contact the head teacher (*régent*) or the [secondary school's administration \(list\)](#)

Glossary

Competence centres (CC)

The competence centres for specialised psycho-educational follow-up (*centres de compétences en psycho-pédagogie spécialisée* - CC) offer pupils with specific needs specialised services in addition to the services provided by elementary or secondary education. The competence centres offer, for example:

- a specialised diagnosis;
- advice for professionals dealing with the pupil or people in his/her environment (family, class, etc);
- specialised ambulatory interventions in regular classes;
- special schooling in a class at a competence centre.

There are eight competence centres and one agency in the Grand Duchy:

- [Centre de logopédie](#) (Centre for language and hearing therapy - CL);
- [Centre pour le développement des compétences relatives à la vue](#) (Centre for the development of vision-related skills - CDV);
- [Centre pour le développement socio-émotionnel](#) (Centre for socio-emotional development - CDSE) ;
- [Centre pour le développement des apprentissages](#) (Centre Grand Duchess Maria Teresa for learning development);
- [Centre pour le développement moteur](#) (Centre for motor development - CDM);
- [Centre pour le développement intellectuel](#) (Centre for intellectual development - CDI);
- [Centre pour enfants et jeunes présentant un trouble du spectre de l'autisme](#) (Centre for children and young people with autism spectrum disorder - CTSA);
- [Centre pour enfants et jeunes à haut potentiel](#) (Centre for children and young people with high potential - CEJHP);
- [Agence pour la transition vers une vie autonome](#) (Agency for the transition to independent living - ATVA).

Inclusion in schools

The inclusion of children and young people with specific needs is a priority for the Luxembourg Government. It covers a wide range of fields, including:

- education and training (elementary and secondary school, vocational training, higher education, music lessons, adult learning, etc);
- education and childcare services (*crèches* and *maisons relais*);
- activities for young people (e.g. at *maisons des jeunes* - youth centres, holiday and leisure activities).

The various types of assistance offered to pupils with specific needs are primarily intended to allow the children to continue their schooling in regular education, in a class of their peers at elementary or secondary school. Pupils with specific needs who attend a class at a competence centre or a school outside the Grand Duchy always stay enrolled in their initial class.

Inclusion commissions

The inclusion commissions (*commissions d'inclusion* - CI) operate in elementary education within the fifteen regional directorates. They define the way pupils with specific needs are to be treated at elementary schools. They generally operate on the basis of a request from either the parents, or the class teacher with the parents' agreement. If necessary, they instruct the region's ESEB team to draw up a diagnosis. If appropriate, the CI decide, with the parents' agreement, to forward the pupil's file to the national inclusion commission (CNI) for a diagnosis and specialised care.

- <http://www.men.public.lu/fr/fondamental/directions-region/index.html>

Learning workshops

These learning workshops (*ateliers d'apprentissage*) are specific workshops in addition to the teaching provided as part of regular schooling. They are organised either at a competence centre or one of its decentralised annexes, or at an elementary or secondary school, or at any other appropriate venue, either during or outside normal class hours. By offering these learning workshops, the competence centres bring together pupils with similar needs. They propose targeted activities enabling pupils to reinforce specific skills, e.g. in terms of eyesight, language, hearing, or high potential.

National inclusion commission

The national inclusion commission (*Commission nationale d'inclusion* - CNI) intervenes at the national level. Its task is to process requests for a diagnosis or specialised care for a pupil with specific needs. The CNI generally operates on the basis of a request from either the parents, or an adult pupil, or an approved psycho-social service, or by the pupil's family doctor, or on the basis of a file forwarded by an inclusion commission (CI) or a school inclusion commission (CIS), always with the agreement of the parents or the adult pupil.

In many cases the CNI instructs one or more of the competence centres to draw up a specialised diagnosis. The CNI also monitors the implementation of the measures proposed and accepted by the parents or the adult pupil.

Pupil with specific needs

Pupils with specific needs (*élève à besoins spécifiques* - EBS) find learning harder than most pupils of the same age, or have specific deficiencies or difficulties. They cannot be cared for using the resources normally available to their teachers. They may have the benefit of specialised assistance and support measures, proposed according to their individual needs. A pupil's specific needs may concern motricity, eyesight, language and hearing, cognitive development, or behaviour.

Reasonable accommodations

Reasonable accommodations (*aménagement raisonnables*) are special measures granted to a pupil. Their aim 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. They may include, for

example, rearranging the classroom, presenting questionnaires differently, allowing more time in tests, or the use of technological aids to compensate for the pupil's deficiencies.

- <https://guichet.public.lu/en/citoyens/enseignement-formation/enseignement-postprimaire/aides-postprimaire/amenagements-raisonnables.html>

Reasonable accommodations commission

The reasonable accommodations commission's (*commission des aménagements raisonnables* - CAR) task is to decide on reasonable accommodations to be granted to a pupil at a secondary school. The pupil applies to the school's principal. As appropriate, the principal forwards the application to the CAR. Once the CAR has reached a decision, the principal makes sure the decision is implemented.

- <https://guichet.public.lu/en/citoyens/enseignement-formation/enseignement-postprimaire/aides-postprimaire/amenagements-raisonnables.html>

Individualised support plan, at elementary school

The inclusion commissions (CI) set up within the directorates for elementary education may draw up individualised support plans (*plans de prise en charge individualisé*) for each pupil with specific needs. These plans may include a variety of measures such as adapting the teaching in the classroom, assistance being provided in the classroom by specialised outsiders, or having the pupil temporarily attend a different class. The plan is submitted to the parents for their agreement.

Individualised training plan, at secondary school

A secondary school's inclusion commission (*commission d'inclusion scolaire* - CIS) may propose a individualised training plan (*plan de formation individualisé* - PFI) The CIS identified the subjects and skills corresponding to the pupil's abilities and adapt the pace of learning to suit the pupil. The PFI must be accepted by the parents or adult pupil.

Individualised education plan, at a competence centre

Staff at the competence centres draw up an individualised education plan (*plan éducatif individualisé* - PEI) for each of the pupils with specific needs in their care. These plans are based on the regular syllabuses and curricula of elementary and secondary education. They are adapted to the specific educational needs of each pupil in their care.

Support team for pupils with specific needs

The support team for pupils with specific needs (*équipe de soutien des élèves à besoins spécifiques* - ESEB) operate either within the regional directorates for elementary education, or at secondary schools. They advise the teachers on dealing with pupils with specific needs, and may themselves provide ambulatory support at the school in the form of assistance in the classroom. They may draw up an initial diagnosis, in collaboration with the teachers concerned, and make sure pupils receive the assistance decided on by the relevant inclusion commission (CI) or school inclusion commission (CIS).

School inclusion commissions

The school inclusion commissions (*commissions d'inclusion scolaire* - CIS) operate in secondary education. They define the way pupils with specific needs are to be treated at secondary schools. The CIS generally operate on the basis of a request from either the parents, or an adult pupil, or the head teacher (*régent de classe*) or school principal with the parents' or adult pupil's agreement. If necessary, they instruct the school's ESEB team to draw up a comprehensive diagnosis. If appropriate, they decide, with the parents' or adult pupil's agreement, to forward the pupil's file to the national inclusion commission (CNI) for a diagnosis and specialised care.

- <http://legilux.public.lu/eli/etat/adm/amin/2020/03/17/b1831/jo>

Specialised ambulatory intervention

Specialised ambulatory intervention (*intervention spécialisée ambulatoire* - ISA) involve specialised services provided by the competence centres for pupils with specific needs. It takes place in the classroom at an elementary or secondary school, in addition to the measures set up in the (secondary) school. Specialists from the competence centres work in close collaboration with the (secondary) school's staff.

Specialised care

Specialised care covers all the intervention provided by a competence centre for a pupil with specific needs. Specialised care may be organised:

- a) exclusively in an elementary or secondary school or at a competence centre, or
- b) simultaneously and complementarily in an elementary or secondary school and at a competence centre.

It may take the form of specialised ambulatory intervention (ISA), special schooling, or a learning workshop.

Specialised diagnosis

A specialised diagnosis makes it possible to identify exactly the pupil's specific needs and decide which assistance and support measures match these needs. Specialised diagnoses are carried out under the responsibility of the competence centres for specialised psycho-educational follow-up (CC).

Special schooling

Special schooling refers to the specialised care of a pupil with specific needs in a class at a competence centre, or simultaneously and complementarily in a class at an elementary or secondary school and in a class at a competence centre.

Specialized teachers for pupils with specific needs (I-EBS)

Specialized teachers for pupils with specific needs (I-EBS) (*instituteurs spécialisés dans la prise en charge des élèves à besoins spécifiques* - I-EBS) are directly allocated to elementary schools. This means they are one of the primary contacts for the pupils with specific needs, their parents, the class teachers and the educational teams. They may assist the pupils in the classroom, and work closely with the members of the ESEB teams and the inclusion commissions.