

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

**France 2012/2013 and 2014/2015 data
background information**



BACKGROUND INFORMATION

How the official decision of special educational needs (SEN) used in the country relates to the agreed EASIE operational definition

An official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs.

Pupils' legal entitlements under what legislation

Every child has the right to attend a mainstream school situated as close as possible to their home. They have the right to a school career without interruption and adapted to their abilities with additional support. Their parents should participate as much as possible in the decision-making process (law passed in March 2005).

How additional support is understood within the country context

According to their abilities and health, a child can attend either a separate special school or a mainstream school. In a mainstream school, they can either attend an adapted special class or a mainstream class with programme modifications, examination accommodations and different types of aid.

They can avail of assistance from special education teachers, therapists and others.

They can also get specific tools and equipment, such as a Braille console, computer, educational software, etc.

The criteria for an official decision are

There has been an educational assessment procedure involving a multi-disciplinary team

In the local regional authority for the disabled (*Maison départementale des personnes handicapées* – MDPH), a multi-disciplinary team evaluates the educational needs, proposes annual goals and determines programme modifications, examination accommodations, counselling and special services to meet the child's needs. This results in a personal compensation plan which includes the child's individual education plan (IEP).

The multi-disciplinary team includes members from within and external to the pupil's school

The team consists of medical practitioners, psychiatrists, psychologists, social workers and teachers.

There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning

The IEP is based on a document called GEVA-Sco (guidebook assessing learners' compensation needs at school), which has been developed by the Department of National



Education and the CNSA (a government-funded agency in charge of elderly people and people with disabilities). This document aims to provide all the people working with children with disabilities with a common tool regarding educational assessment and how the issues are to be addressed.

The GEVA-Sco is a shared data collection based on observing the child at school (social life, learning abilities, etc.).

The official decision is subject to a formal, regular review process

In theory, the IEP should be reviewed annually. However, in reality, not all cases need to be studied every year. Therefore, each IEP is reviewed at least once during every ISCED level.

Provision of data on private sector education

The data collection covers all sectors of education, including numbers for the pupil population in the private sector.

Private sector education in the country

There are two types of schools in the private sector

- Schools under contract, partly funded by the Department of National Education (mainly teachers' salaries)
- Non-contracted schools.

Pupil population counted for each relevant question

Both have been included in the data collection.

Pupil age ranges

Usual pupil age ranges in the country at ISCED level 1: 6 to 10

Usual pupil age ranges in the country at ISCED level 2: 11 to 14