



GUIDE FOR STUDENTS AND LEARNERS WITH ADDITIONAL NEEDS ESCE

2023-2024



ESCE est
#activateurdeprogrès



1. Contact persons for students/learners with additional needs

ESCE's CSR, Diversity & Inclusion Officer is your main point of contact.

You can contact her before applying to learn more about the different support and adjustment possibilities available to you during your studies at ESCE.

You can contact her at any time during your course to discuss any questions you may have about your right to adjustments.

You can contact her by e-mail, and she will get back to you to schedule a meeting. You can choose whether the meeting is online or in-person. You can choose.

Frédérique BOITEL: frederique.boitel@esce.fr, Faculty LOUNGE, 6th floor south, room 6.23

ESCE's Diversity & Inclusion Committee

The **Diversity & Inclusion Committee** meets to decide on special cases and exceptional arrangements. It is composed of:

- **Frédérique BOITEL**, CSR, Diversity & Inclusion Officer,
- **Renaud RODEIN-COLLOT**, Director of the Faculty,
- **Guillaume FERRANTE**, Deputy Director General,
- **Séliima SAKJI**, Director of the Grande École Programme,
- **Isabelle PIERRE-BASSANI**, Director of the Bachelor's Programme,
- **Sonia ISSOLAH**, Director of the MSc Programme,
- **Marine TALABART**, Head of the Careers Service,
- **Nassima RAMI**, Head of Educational Coordination,
- **Jean-Charles GALLI**, Head of the International Relations Department.

2. Applying for Bachelor's programmes at ESCE

Preparing for entry into a Bachelor's programme

In order to better prepare for the steps to be taken, applicants can consult the *Guide for students/learners with additional needs* on the ESCE website. It can be consulted and downloaded before applying for the competition.

It can also be accessed by all students/learners at any time during their course via the BOOSTCAMP platform.

Admission to a Bachelor's programme is subject to an application and interview.

Preferably before applying:

- Applicants should send their request for adjustments to the CSR, Diversity & Inclusion Officer, if possible supported by administrative documents (adjustment measures previously obtained during their Baccalauréat exams, PAP [*plan d'accompagnement personnalisé*; personalised support plan] and/or PAI [*projet d'accueil individualisé*; Individualised Reception Plan]);
- Applicants should send a copy of their request for adjustments, excluding any personal medical information, to the Admissions Department;

- We recommend that you contact the CSR, Diversity & Inclusion Officer as soon as your file has been prepared to ensure that the necessary adjustments are made for the interview to run smoothly.

Preparing for the competition process

If you wish to continue your studies after the Bachelor's programme, you can enrol in ESCE's Grande École programme by sitting the Ambitions + competition.

Details of the procedures for entering the competition, i.e. how it is organised, the types of tests and their duration, can be found on the ESCE website and on the competition website.

All members of ESCE juries, whether members of the Faculty or Alumni and guests, are aware of the discrimination that applicants may face when they have a visible or invisible disability or an illness that affects their ability to communicate, manipulate or concentrate. Before each half-day jury session, they are given a presentation outlining good practices and behaviour and topics to avoid.

3. Applying to the Grande École Programme at ESCE

Details of the procedures for entering the competitions, i.e. how they are organised, the types of tests and their duration, can be found on the ESCE and competition websites. This document can be consulted and downloaded by applicants before registering for the competition.

Preparing for entry into the Grande École - Master's Programme

Enrolment in ESCE's Grande École programme is subject to a competition.

In order to better prepare for the steps to be taken, applicants can consult the *Guide for students/learners with additional needs* available on the ESCE website.

It can also be consulted by all students/learners at any time during their course on the BOOSTCAMP page.

Preferably at the time of applying for the competition (Sésame, Ambitions+ or others):

- Applicants must send their request for adjustments to the CSR, Diversity & Inclusion Officer, where possible supported by administrative documents (adjustment measures previously obtained during their Baccalauréat exams, PAP [*plan d'accompagnement personnalisé*; personalised support plan] and/or PAI [*projet d'accueil individualisé*; Individualised Reception Plan]);
- Applicants should send a copy of their request for adjustments, excluding any personal medical information, to the Admissions Department;
- We recommend that you contact the CSR, Diversity & Inclusion Officer as soon as your file has been prepared to ensure that the necessary adjustments are made for the interview to run smoothly.

All members of ESCE juries, whether members of the Faculty or Alumni and guests, are aware of the discrimination that applicants may face when they have a visible or invisible disability

or an illness that affects their ability to communicate, manipulate or concentrate. Before each half-day jury session, they are given a presentation outlining good practices and behaviour and topics to avoid.

4. Support system

Students/learners with disabilities can choose whether or not to make themselves known to ESCE's CSR, Diversity & Inclusion Officer.

The **CSR, Diversity & Inclusion Officer** is the main point of contact for all students/learners with additional needs. She is there to advise students/learners but respects their decisions and only intervenes when they request it, which may be before they enter the school, at the start of or during their studies, before they go abroad, in preparation for work experience or while they are on work experience, if needed.

The **CSR, Diversity & Inclusion Officer** informs students/learners of the benefits of having their disability recognised and refers them to the appropriate organisations and schemes. She works with the different departments and services at ESCE that are involved with implementing adjustments at every stage of the programme.

Students/learners should be aware that the **process of implementing these adjustments may take some time** depending on the adjustments in question and the circumstances in which they are being implemented. In the context of professional integration, it is important that students/learners seek support in communicating with the company before they take up the job in order to ensure that any adjustments continue to be provided.

In the context of international mobility, requests for adjustments must be made well in advance to enable the International Relations Department to create a support plan that is as close as possible to what is expected, bearing in mind that adjustments can vary from one country to another, and even from one institution to another.

The **CSR, Diversity & Inclusion Officer** is also committed to communicating positively about the proposed adjustments in the interests of fairness. Although students/learners with additional needs should not feel stigmatised by these adjustments, they must not be perceived as a form of favouritism by other students/learners.

5. Having your additional needs recognised

1. For a student/learner to be recognised as having a disability in higher education, they must have the agreement of a doctor approved by the CDAPH (Commission for the Rights and Independence of Disabled People).

The student/learner must either have been seen by the doctor appointed by the CDAPH, who will issue a medical opinion on the recommendations for adjustments to the course of study and examination procedures, or have been recognised as 'disabled' by the Departmental House for Disabled People (MDPH).

The Departmental House for Disabled People to which you are attached is the one in the department in which you live.

2. In accordance with the Decree of 12 November 2021, a student/learner may benefit from adjustments if they previously benefited from them as part of a support plan (PAI, PAP, PPS) and/or during their Baccaauréat exams.

The adjustment measures obtained can then be submitted so that they can be used to make adjustments that are as suitable as possible to help you progress with your studies.

However, students/learners should be aware that support plans provided at secondary school do not apply in higher education (with the exception of BTS [*brevet de technicien supérieur*; advanced vocational diploma] courses, which are taught at sixth forms).

3. In order to benefit from adjustments you do not have to have a disability recognised by the CDAPH or the MDPH, or even the local education authority!

If your illness or disability is recent or has never been treated before, a certificate from a specialist or general practitioner approved by the ARS [*agence régionale de santé*; regional health agency] specifying your adjustment requirements can be provided. It will be reviewed to assess whether the recommendations fall within the scope of 'reasonable adjustments', respecting the framework of the study regulations and the training programme taken.

4. You can also be a learner with additional needs if you're a top-level sportsperson or artist!

Your requests for adjustments must be supported by evidence of your status. This could be a document issued by your federation, your conservatoire, etc.

4. Adjustments can also be made for students/learners who are recognised as carers because they are supporting a relative with a severe disability or serious illness.

6. The step-by-step implementation of adjustments

Requests for adjustments will be considered in a meeting with the disability advisor. Supporting documents may be submitted in advance of this meeting, but under no circumstances will simply submitting documents be sufficient to have your request approved.

The role of the disability advisor is not just to validate supporting documents; it also includes a duty to provide information and support, and an obligation to draw up a support plan with the student/learner to which the student/learner in question agrees.

This involves a number of steps, as described below.

1. Requesting a meeting

To schedule a meeting, please send an e-mail to the **CSR, Diversity & Inclusion Officer** at frederique.boitel@esce.fr,

2. The interview process

In response to your e-mail, your **CSR, Diversity & Inclusion Officer** will offer you several meeting slots spread over several days and over two consecutive weeks.

Some slots are reserved for **remote interviews**, whereas other slots can be used for both **in-person** and remote interviews.

The interview provides an opportunity for you to discuss your problems and difficulties freely, whether they relate specifically to your studies or to personal situations affecting your life and studies in general. Based on the information provided, the officer will work **with you** to assess your needs and decide on the most appropriate adjustments and/or forms of support. Adjustments will be approved following the presentation of **supporting documents** that comply with French law, the regulatory obligations of the Ministry of Higher Education and Research and the academic constraints governing the award of degrees.

At the end of this meeting, a support plan agreement will be prepared, which must be signed jointly by the student/learner concerned (or their legal representative, if they are a minor or under guardianship) and the **CSR, Diversity & Inclusion Officer**.

If these adjustments also concern a host company in the context of an internship or work-study contract, the signature of the employer or company tutor by delegation will also be required.

3. Confidentiality obligation of the Disability Advisor

As part of her duties, the Disability Advisor is bound by a **strict confidentiality obligation**.

As such, she will not disclose any personal information of a private nature that she may become aware of either during the interview or during any other exchange.

Such private information concerns, among other things:

- the student's/learner's health issues,
- the specific nature of their disability,
- the private aspects of their personal situation...

She adheres to this confidentiality obligation strictly, even if the student/learner would like her to disclose information to a particular ESCE employee or department, or any other party inside or outside the institution (student, tutor, company, organisation, etc.).

However, she can help the student/learner to communicate if said student/learner is concerned that their communication will be badly received or questioned. She can also support the student/learner with requests for recognition if they are concerned that their rights will not be recognised, or for any other reason.

Support plan agreement template:

Training Programme		
Year in the course		Notes
Student (Surname/ First Name)		
E-mail		
Telephone		
Open Portal ID Number		
Type		
Programme (Reboost / Bachelor's / Master's/MSc)		
Level/year of course		
Gender (F/ M/ NB / Other)		
Academic information 2023-24 (CLA/CFA/International)		

Training Programme		
Year in the course		Notes
Tuition fees		
First Meeting		
Last Meeting		
MDPH (not specified or Y/N)		
MDPH / RQTH support (not specified or Y/N)		
Documentation provided (Adjustments obtained, recommendations from a registered doctor, etc)		
Signed documents (GDPR, Support Plan, etc)		
Identified additional needs		
Approved course adjustments		
Approved exam adjustments		
Other adjustments		

Date of communication to the departments	
Period of international mobility	
Country and city of host institution	
Host Institution NAME	
Adjustments within the company	
International Relations Department Approval	
Period of work-study contract	
Host company country/city	
Host company NAME	
Adjustments within the company	
Company tutor contact	
ESCE tutor contact	
Company Agreement	
Disability Advisor Agreement	
Student/Learner Agreement	

3. Communicating the agreed adjustments to the departments concerned

Only after all the parties concerned have signed the agreement can the adjustments be communicated.

This communication only refers to the **adjustments put in place**.

It does not provide details of the type of disability or illnesses concerned, in compliance with the confidentiality rules governing the duties of the CSR, Diversity & Inclusion Officer and the General Data Protection Regulation ('GDPR'), which is specific to the digital processing of personal data, particularly health data.

The **CSR, Diversity & Inclusion Officer** ensures that the approved adjustments are implemented by means of a monitoring file sent to the various departments, i.e.:

- the Admissions Department during the selection process,

- the Educational Coordination Department, which informs teachers of any special adjustments made and organises the conditions for mid-term exams and resit exams,
- the Languages Department, for requests to arrange TOEIC and other language tests,
- the International Relations Department, to prepare for international mobility with the host institution in advance,
- ESCE's Careers Department, when it is necessary to work in partnership with a company hosting an intern or work-study student.
- the Paris Absence Justification Service when necessary.

The student/learner may be offered a follow-up:

- after the first examinations, to ensure that the adjustments made are appropriate and to readjust them in the following semester if necessary,
- when the training pathway requires the addition of new support systems (mobility, professional integration, year out, etc.);
- when the illness or disability changes and the support needs to be modified, either by reducing or increasing it.

7. Making adjustments to promote equal opportunities

Most of the students/learners declared as having additional needs could benefit from adjustments to their course of study, including course and examination conditions, but also to community life and sporting and cultural activities.

In class

Equality of opportunity in terms of access to the course may require different adjustments depending on the needs of the people concerned (fatigue, inability to take notes, concentration difficulties, difficulties in accessing course tools and materials, etc.).

These adjustments might include:

- adapting course and/or exam conditions,
- synchronous and asynchronous subtitling of classroom and distance learning courses,
- the provision of adaptation and/or correction software (ANTIDOTE software and speech recognition applications),
- the adaptation of documents (enlargement, colour inversion, transformation of tables into graphs, etc.).

Outside the classroom

Equality of opportunity in terms of access to study conditions also includes:

- participation in ESCE's community life,
- access to events, social occasions and cultural or sporting activities organised by student associations
- access to counselling and psychological support services which are available free of charge to all students/learners who need it...

ESCE ensures that its premises are fully accessible not only for people with reduced mobility (PRM), but also for people with sensory impairments (hearing loops, audible lift signals for people with visual impairments, etc.).

During exams

Equality of opportunity in the way knowledge and skills are tested applies to ongoing tests, end-of-term exams and resits, oral and written tests, the writing of dissertations and their defence, practical work and project assignments. The adjustments made might include:

- the use of adapted media,
- entitlement to breaks,
- longer test or preparation times,
- an examination room with fewer people,
- the provision of adapted equipment...

All of these adjustments will be reviewed by ESCE's Disability Advisor, in agreement with the student/learner concerned.

They must comply with the institution's **study regulations** and **graduation requirements**.

If a requested adjustment were to alter these contractual frameworks, the Diversity & Inclusion Committee would be called upon to decide whether the nature of the adjustment was 'reasonable', as defined by law.

The implementation of certain adjustments may require funding from approved organisations.

The student/learner, who is the sole beneficiary of the funding, must request such funding from the aforementioned organisations and their departments. This process may lead to delays of varying lengths before an approval is reached and before the adjustments can be made.

The **CSR, Diversity & Inclusion Officer** will inform the student/learner of these constraints in the implementation of specific adjustments, particularly when they require human or material assistance from outside the institution.

The **MDPH** is the main point of contact for most disability cases, particularly those involving requests for:

- the Disability Compensation Payment (PCH),
- Recognition of Disabled Worker Status (RQTH), which justifies the implementation of the recommended adjustments within the company, and in some cases enables funding to be obtained from AGEFIPH,
- the Mobility Inclusion Card, in accordance with the defined frameworks.

But the MDPH is not the only point of contact for students/learners with additional needs: there is a long list of organisations, associations or federations of associations that can provide support.

During the interview, the disability advisor will be able to tell you about the various resources available to you based on the information she receives.

8. International mobility

In line with the equal opportunities policy, academic or professional international mobility for students/learners with disabilities must be supported both in terms of its preparation and implementation.

Preparing for the international mobility of learners moving abroad

It's important to prepare for your time abroad well in advance

Given the challenges involved, the support system for students/learners with disabilities must be prepared well in advance of the student's/learner's departure abroad. Preparation for moving abroad is carried out in collaboration with the **International Relations Department**. This department is the point of contact for our international partner institutions.

Before you move abroad, the **International Relations Department** will ensure that your educational and academic adjustments are communicated to the relevant contact person at your host institution.

There is no international framework defining disability.

In a handful of countries, conditions that are not recognised in France will be included in the disability framework, while in many other countries, certain conditions will be excluded from the disability framework. The same applies to ESCE's international partner institutions. Some may offer adjustments that are not available in France, but many will offer adjustments that are similar to those you obtained at ESCE. R

To use an example, the '*tiers temps*' provision, which awards eligible students 20 minutes of extra time per hour of exam time, is specific to France.

Extra time is usually offered at different rates, usually varying from 25% to 50%. One health problem will be recognised as a disability, whereas another will not.

Given the wide range of support available, you must contact the International Relations Department between 6 months and 1 year before your departure.

Within the Department, the Area Manager for the country in which you plan to spend your time abroad will contact the Authorised Representative at the host institution or the Director of Studies to ensure that the conditions required for your stay are put in place (course of study, assessment, accommodation, transport, etc.).

In order to define your other support needs (accommodation, transport, etc.), a meeting will be organised with the **CSR, Diversity & Inclusion Officer** and the **Area Manager** for the country to which you will move.

If care is required, the **CSR, Diversity & Inclusion Officer** can help the student/learner obtain information about the conditions for accessing similar care in the host country (medicines, examinations and monitoring), about the guarantees offered by insurance policies (repatriation, reimbursement of care and treatment), about potential differences in costs between France and the host country, etc.

Funding

Students/learners must ensure that they are aware of the financial conditions for their move and what additional costs may be needed to cover healthcare requirements or costs associated with adjusting to daily life in their host country. For this reason, it is important to find out about existing grants and subsidies (for example, Erasmus + increased grants).

Organising international mobility for incoming students

The Area Manager of the **International Relations Department** works with the **CSR, Diversity & Inclusion Officer** for both the departure of ESCE students abroad and the arrival of international students.

The Disability Advisor and the **International Relations Department** work with the home institution to define the arrangements for welcoming international students with disabilities or additional needs to ESCE, as well as requests for support, adjustments and adaptations to the curriculum to help them succeed.

The **CSR, Diversity & Inclusion Officer** implements the necessary academic adjustments, in agreement with the home institution and the student concerned, in compliance with the French legal framework and the regulatory obligations defined by the Ministry of Higher Education and Research, which is ESCE's supervisory ministry.

9. Professional integration

Being recognised by the MDPH is not a prerequisite for being recognised as disabled in higher education. But it is essential if you are to obtain recognition of your status as a disabled worker (RQTH) and thus benefit from the adjustments recommended by the occupational physician, the CDAPH or the approved physician. This recognition means that you can apply to internships or work-study placements that are open to people with RQTH.

Contrary to popular belief, disabled students are highly sought after by companies, particularly for work-study contracts. Companies are particularly interested in employing disabled workers due to their obligation for at least 6% of employees on their payroll to be disabled (OETH). A decree dated 23 April 2023 sets a flat-rate contribution for companies that fail to comply with this obligation, which could turn out to be a substantial sum!

ESCE's internship and work-study advisor

The internship and work-study advisor works closely with the OMNES Education departments dedicated to corporate relations and contractual arrangements, namely the Service and Expertise Centre (CES) and the Corporate and Alumni Relations Department (SREA).

She provides individual support for work-study students and interns, regularly monitoring their entire period of professional integration, and working to prevent any breakdowns.

As such, she is the main point of contact for the Disability Advisor when adjustments to working conditions are needed to ensure a fulfilling professional experience.

She offers personalised support to students with additional needs, for example by:

- helping them define their career paths;

- helping them search for a company, by organising workshops on search tools and platforms or on writing CVs and covering letters, with mock interviews, information on job fairs, and by keeping catalogues of professional contacts.

Meanwhile, the **CSR, Diversity & Inclusion Officer** is responsible for improving the integration of learners with disabilities:

- she informs them of the administrative steps they can take,
- she helps them prepare their applications for Recognition of Disabled Worker Status (**RQTH**), enabling them to become Beneficiaries of the Obligation to Employ Disabled Workers (**BOETH**) in accordance with the 2005 law;
- she helps them integrate into the workplace more easily by informing them of the possibilities for making adjustments to their jobs if they declare their disability;
- she develops a network of partners committed to the integration of work-study students with disabilities or additional needs.

The advisory role of ESCE's CSR, Diversity & Inclusion Officer

Each student/learner is free to decide whether to declare their disability or state of health to the organisation that will be hosting them on a work placement or work-study course or employing them in their first job.

The **CSR, Diversity & Inclusion Officer** may inform the student/learner of the potential obstacles and opportunities. She will help the student/learner to think things through:

Is it compulsory to mention their disability? Is this an advantage or a disadvantage when applying for a job? How can we address the issue of disability without revealing the nature of the disability and avoiding medical terms?

When is the best time to talk about it? Who is the right person to contact within the company? Should it be mentioned on their CV? Should it be discussed at the end of the job interview or only with the occupational physician?

What adjustments can be made (schedule, organisation, equipment, accessibility)? How should they prepare to join a team? Who will fund these adjustments (the company, Agefiph, FIPHFP)?

Students/learners must make an informed decision, being fully aware both of the possible risks of discrimination and of the difficulty of successfully integrating while concealing their disability (self-compensation, misunderstandings, etc.).

When a disability is declared, the recommended adjustments are specific to each student/learner with a disability, depending on their career plan or work situation (job profile, scope of assignments, work environment, integration into the workforce, etc.).

ESCE's partnerships with associations and companies

The Disability Advisor has established close links with companies that are actively involved in disability issues and keep in contact with their Disability or Diversity departments.

Students with disabilities can therefore use two channels to find a job: the 'traditional' job-seeking or professional integration network and the network 'dedicated' to disabled workers. This network consists of players (associations, recruitment or temporary employment agencies, disability or diversity committees within companies), tools (recruitment websites and social networks) and events (dedicated forums and handicafés).

Work-study programmes at ESCE

The specific features of work-study programmes for work-study students with disabilities are as follows:

- there is no age limit to qualify for an apprenticeship or professionalisation contract,
- apprenticeship contracts can be adjusted,
- the maximum duration of an apprenticeship contract can be extended to 4 years for a work-study student with RQTH,
- in some cases, work-study students may be offered financial assistance, the amount of which depends on their age, the length of their contract and their adjustment needs. This lump-sum grant, paid in a single instalment at the start of the contract, is intended to cover the costs associated with starting an apprenticeship (travel, accommodation, learning materials).

The Internship and Work-Study Advisor acts as a liaison between the school and the company.

Students/learners with disabilities are monitored more closely to ensure that the effects of their disability are taken into account, particularly in terms of fatigue and what is expected of them. At the student's/learner's request, the Internship and Work-Study Advisor can get in touch with the employer before or when the job is started so that they can work together to implement the necessary adjustments (transport, special equipment). By working together, the company can ensure that the adjustments will help the student/learner use all of their skills to the company's advantage.

ESCE apprentices enrolled in a CFA [*centre de formation d'apprentis*; apprentice training centre] can apply for help from Agefiph, from the region, and also from the OPCO, the OPérateurs de COmpétences [skills operator], which supports both state-recognised training establishments and companies with training and skills management.

There are several types of support available:

- support with independence (human intervention),
- technical support (provision of equipment, furniture and digital equipment),
- transport assistance (adapted home-company transport) for higher education students on compulsory work experience contracts,
- support from approved service providers specialising in certain types of disability (specific one-off service)...

In addition to the aid available under any apprenticeship or professionalisation contract, employers may be **eligible for additional assistance such as:**

- a government bonus for companies,

- aid for tutor training and workstation adjustments (mobility aids, technical and human aids) financed by Agefiph,
- an integration bonus paid by Agefiph if, at the end of the work-study placement, the person is hired on an open-ended contract or a fixed-term contract of at least 12 months.

10. Financial Support

Financial support for students

When a student has a disability recognised by the MDPH, financial or material assistance may be offered to them directly.

Assistance from the MDPH (Maison Départementale des Personnes Handicapées)

- ✓ **AAH: Allocation Adultes Handicapés** [Disabled Adults' Allowance] is a form of financial support that provides a minimum income and is awarded subject to 4 criteria: disability, age, nationality and resources. If the applicant is granted AAH, they are automatically given RQTH status.
- ✓ **The CMI: The Carte Mobilité Inclusion** [Mobility Inclusion Card] can be issued for life to people whose disability is unlikely to change. There are 3 types of mobility inclusion card:
 - the **'Disability'** card is awarded to anyone whose permanent disability rate is at least 80% or who needs the assistance of a third party to complete everyday tasks. The word 'disability' may be accompanied by the phrase 'support needs' or 'blindness support needs';
 - the **'Priority'** card is awarded to anyone with a disability of less than 80% who finds it difficult to stand;
 - the **'Parking'** card is awarded to anyone with a disability that significantly and permanently reduces their ability and independence to get around on foot or requires them to be accompanied by a third party.
- ✓ **The PCH: the Prestation de Compensation du Handicap** [Disability Compensation Payment] is a personalised form of assistance aimed at funding the costs associated with loss of autonomy. This benefit can be used to pay for human assistance, material assistance (adapting the home and vehicle) and animal assistance (guide dogs or assistance dogs).

Allocation of grants

Study grants:

- ✓ **CROUS grants** are awarded on the basis of social criteria (via the student's/learner's social file). The age limit of 28 years does not apply to students/learners who are applying for the first time. Students/learners whose disability is recognised by the MDPH can benefit from an extension of this right for a variable period of time depending on the case;

- ✓ **Fédé 100% Handinamique** awards exceptional grants to help cover the costs of human adjustments or compensatory equipment to help students succeed in their studies;
- ✓ **Foundations** and **Associations** award grants which are paid to students/learners after their files are reviewed. These grants aim to remove the financial obstacles to continuing their studies; often specialised by type of disability, they award funding for targeted assistance (human assistance: for example LSF interpreting), special services (adaptation or digitisation of documents), loans of equipment, etc;
- ✓ Some **regions** offer grants in addition to those awarded on the basis of social criteria.

International mobility grants:

- ✓ **Erasmus +** grants (European mobility) are increased if a student is disabled and has declared this to the International Relations Department, which will pass on their application;
- ✓ Each year, the **TotalEnergies Foundation** offers to top up the international mobility funding of a number of applicants with disabilities after reviewing their application detailing the costs that remain to be borne by the student/learner to fund the adjustments required for their mobility. This application must be approved by the Disability Advisor, who is responsible for forwarding it to the Foundation.

11. Are the adjustments reasonable or not?

Although all students with additional needs are entitled to have adjustments made, the law stipulates that such adjustments must be ‘reasonable’.

The circular of 6 February 2023 published by the Ministry of Higher Education and Research sets out the details, citing Article 2 of the International Convention on the Rights of Persons with Disabilities: ‘Reasonable adjustment means necessary and appropriate modification and

adjustments not imposing a disproportionate or undue burden’.

In the context of academic studies, the adjustment requested must not contravene the training profile of the host institution.

Asking to be exempted from studying modern languages may run counter to the mission of an international business course.

Asking to take advantage of distance learning courses, when the institution is required by the accrediting bodies to respect the ratios of in-person and distance learning courses, may be an unreasonable adjustment if it jeopardises the recognition of the degrees awarded.

Such requests may also alert you to the fact that the course you are considering may not meet your needs, in terms of both study conditions and training profile, and that other courses may be better suited to your requirements.

In the context of professional integration, asking to be exempted from travelling to the provinces or abroad because of health problems may be considered an unreasonable request for adjustments if such travel is an essential part of the job.

No health problem or disability should stand in the way of your career goals and personal and professional fulfilment; however you should take them into account to avoid facing a situation of professional failure that would cause you to lose confidence in your abilities and resources.

In the context of international mobility, being exempt from all or part of a language level test, such as the TOEIC, or from any language requirements will prevent you from being accepted by partner institutions that impose a minimum Spanish language level or a minimum TOEIC result as part of their recruitment criteria.

The world is your oyster! Your life journey has given you many valuable experiences which have shaped who you are and who you will become.

I welcome a world that goes beyond equality and beyond fairness, one that seeks inclusiveness for all, because we all have specific needs.



EQUALITY



FAIRNESS



INCLUSIVITY

12. Disabilities and disabling conditions

<p>HEARING IMPAIRMENT</p> <p>Damage to the outer or middle ear affects sound transmission and damage to the inner ear affects sound perception. Complete deafness is rare. People with a hearing impairment find it difficult to perceive and pinpoint sounds. Profound deafness can cause difficulties with articulation and speaking.</p>	<p>VISUAL IMPAIRMENT</p> <p>There are many causes of visual impairment. It is characterised by a loss of visual acuity, even with correction, which can go as far as total blindness. Visual impairment can cause problems with movement and spatial and graphic representation.</p>	<p>MOTOR DISABILITY</p> <p>Lower back pain, musculoskeletal disorders, neuromuscular diseases, paralysis, etc. Motor disability is characterised by a partial or total loss of motor skills. It can affect movement, balance, manipulation and even speech.</p>
<p>PSYCHOLOGICAL DISABILITY</p> <p>Bipolar disorders, depressive disorders, schizophrenia, paranoia, phobias, OCD, neuroses... People with psychological disabilities find it difficult to adapt to their environment or to others. Psychological disabilities can lead to problems with concentration and can occur at any time and at any age.</p>	<p>COGNITIVE DISABILITY</p> <p>Attention or memory disorders, language disorders or difficulties adapting to change, perceptual disorders (gnosis) or gestural disorders (praxias), hyperactivity, DYS disorders, autistic spectrum disorders, etc. Cognitive disability is characterised by an impairment in the acquisition or processing of information.</p>	<p>DISABLING ILLNESSES</p> <p>Hypertension, heart, kidney or respiratory insufficiency, HIV, diabetes, allergies, eczema, cancer, epilepsy, multiple sclerosis... Disabling illnesses can affect a person's mobility or their ability to engage in physical activity or work, whether in terms of duration, intensity or regularity.</p>

12. Some acronyms for organisations you should know

AGEFIPH: l'Association de Gestion du Fonds pour l'Insertion Professionnelle des personnes Handicapées [Association for the Management of the Fund for the Professional Integration of Disabled People] distributes financial aid to disabled people and companies using contributions from companies that do not comply with their obligation for at least 6% of their employees to be disabled workers, to help with the creation of career plans, training, compensation for disability, the creation or resumption of a business, access to or retention in employment, etc. It runs a network of partner-services dedicated to professional integration (Cap emploi), maintaining employment (Sameth) and providing information to companies (Alther).

CDAPH: within the MDPH, la Commission des droits et de l'autonomie des personnes handicapées [Commission for the Rights and Independence of Disabled People] makes all decisions concerning assistance and benefits based on the assessment carried out by the multi-disciplinary team (compensation needs and development of the personalised disability compensation plan).

It is responsible for:

- deciding on the orientation of the disabled person and the measures to be taken to ensure their educational, vocational and social integration
- designating the establishments or services that can meet the needs of the person or contribute to their rehabilitation, education, reclassification and reception
- awarding the disability card (CIN)
- awarding the disabled adults' allowance (AAH) and the disability compensation payment (PCH)
- recognising disabled worker status (RQTH).

HANDINAMIQUE: the Fédération Étudiante HANDINAMIQUE [HANDINAMIQUE Student Federation] is a support network for students and young graduates with disabilities that offers opportunities to share ideas, meet with companies (at Handicafés®) and organise national weekend meetings (<https://www.handinamique.org/>). It also distributes grants to help disabled learners continue their studies.

FIPHFP: the Fonds pour l'insertion des personnes handicapées dans la fonction publique [Fund for the Integration of People with Disabilities in the Civil Service] helps public-sector employers to meet their commitments to people with disabilities and to reach the legal employment rate of 6%. Through its funding and the partnerships it forms, it encourages public employers to implement policies of professional inclusion, in particular by making professional premises, work tools and software accessible, by recruiting, training and offering support throughout a person's career, keeping disabled employees in employment, and so on.

MDPH: the Maison Départementale des Personnes Handicapées [Departmental House for Disabled People] is a single public service centre designed to welcome, inform, guide and support disabled people. It is a local network providing access to all rights, benefits and support.