



STUDENT / LEARNER GUIDE FOR STUDENTS WITH SPECIFIC NEEDS

SITUATIONS OF DISABILITY
HIGH LEVEL ATHLETES
ARTISTS WITH SPECIFIC NEEDS BESOINS SPÉCIFIQUES
FAMILY CAREGIVERS

2026-2027



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01. CONTACT PERSONS FOR STUDENTS AND LEARNERS WITH SPECIFIC NEEDS.

✓ THE ESCE CSR, DIVERSITY, EQUALITY & INCLUSION OFFICER IS YOUR PRIMARY CONTACT.

- You can contact her before applying to learn about support possibilities and study adjustments at ESCE. You can also contact her throughout your curriculum regarding your right to benefit from adjustments for your studies, international mobility, or professional integration. She can offer an appointment, either in person or remotely, upon request via email.

Frédérique BOITEL: frederique.boitel@esce.fr

- The procedure is the same for Students with Disabilities (ESH), High-Level Athlete Students (ESHN), and Artist Students with Specific Needs (EABS).

✓ THE ESCE DIVERSITY & INCLUSION COMMISSION

This commission meets to rule on specific cases, exceptional adjustments, or disputes. It consists of:

- Frédérique BOITEL, CSR, Diversity, Equality & Inclusion Officer;
- Soraya KAÏS, Head of International Relations Dept.;
- Isabelle PIERRE-BASSANI, Bachelor Program Director;
- Nassima RAMI, Head of Pedagogical Coordination;
- Maroua BEN MAAOUIA, Grande École Program Director;
- Marine TALABART, Career Service Officer.

Following the meeting, a support plan is drafted as a "training contract" compatible with the Academic Regulations, which must be signed by the student/learner.

02. APPLYING TO ESCE BACHELOR PROGRAMS.

✓ ANTICIPATING PROCEDURES FOR BACHELOR INTEGRATION.

To best anticipate the steps, applicants can find the ***Guide for students/learners with specific needs*** on the ESCE website. This guide is updated annually to integrate regulatory frameworks from the Ministry of Higher Education, Research, and Innovation.

✓ BACHELOR PROGRAMS ARE ACCESSIBLE VIA APPLICATION FILE AND INTERVIEW.

- **Before applying:** The candidate should send an adjustment request to the CSR Officer, supported by administrative documents (previous adjustments from the Baccalaureate or previous higher education).
- **During application:** It is advised to contact the CSR Officer as soon as the file is created to ensure necessary adjustments for the oral interview and subsequent language tests.

✓ ANTICIPATING PROCEDURES FOR CONTINUATION BY COMPETITION

If you wish to continue after the Bachelor program, you can join the ESCE Grande École Program via the AST track. Procedures (organization, types of tests, duration) are detailed on the ESCE website.

✓ JURY AND STAFF AWARENESS

All ESCE juries and staff are sensitized to discrimination issues (visible/invisible disability, communication/concentration disorders, gender discrimination). Awareness videos are accessible to them year-round.

03. APPLYING TO THE ESCE GRANDE ÉCOLE PROGRAM.

The procedures for entering the competitive examinations – that is, how they are organised, the types of tests involved and their duration – are set out on the ESCE website and on the examination boards website.

This guide can be viewed and downloaded prior to submitting an application and remains available throughout the course; it is updated annually to reflect the regulatory frameworks of the French Ministry of Higher Education, Research and Innovation.

✓ ANTICIPATING PROCEDURES FOR GRANDE ÉCOLE TESTS (YEAR 1 – MASTER 1 & 2 - MSc) AFTER A-LEVELS

The first year of ESCE's Grande École Programme is accessible via a competitive entrance examination.

Following the written part of the SESAME entrance examination, an oral examination is held, either in person at one of ESCE's campuses or remotely for international students or those with special needs.

This takes the form of an interview with a panel, following a preparation period based on a application form to be completed.

The candidate must send the adjustment request to the Admissions and Communication Department, which will coordinate with the CSR Officer.

It is advised to contact the CSR Officer during application file creation to provide previous adjustment records.

✓ ANTICIPATING PROCEDURES FOR GRANDE ÉCOLE TESTS AS REGARDS 3RD OR 4TH YEAR INTEGRATION

Candidates must have obtained all ECTS and pass ESCE internal competitions.

The candidate must send the adjustment request to the Admissions and Communication Department, which will coordinate with the CSR Officer.

It is advised to contact the CSR Officer during application file creation to provide previous adjustment records.

04. SUPPORT SYSTEM FOR STUDENTS WITH DISABILITIES.

✓ **ROLE OF THE CSR, DIVERSITY, EQUALITY & INCLUSION OFFICER:**

▪ **The Officer is the privileged contact.**

She informs students and learners of their rights and responsibilities, and ensures that the different types of support measures, along with their advantages and disadvantages, are clearly explained.

She advises while respecting student decisions.

Support can occur before entry and during studies, academic mobility, or professional experiences.

All discussions are strictly confidential, and no information is disclosed regarding the topics and issues raised.

▪ **Process and stages**

- **Initial Interview:** A confidential 1-hour interview (remote or in-person) is needed.
- **Guidance:** During this interview, the Officer informs learners of their rights and duties and helps with applications to the MDPH (Maison Départementale des Personnes Handicapées).
- **Medical Approval:** Some exam adjustments may require approval from a doctor approved by the CDAPH (Commission des Droits et de l'Autonomie des Personnes Handicapées).
- **Communication:** She transmits only the granted adjustments (not medical reasons) to pedagogical services, languages department, career Officers, international relations Department, and the person in charge of student society life.

✓ **THE RELEVANT DEPARTMENTS AT ESCE ARE AS FOLLOWS:**

- the **Academic Coordination Department**, which can thus inform lecturers of the adjustments granted for lectures and/or examinations;
 - the **Languages Department**, for organising adjustments for language tests, in particular the TOEIC;
 - the **Career Advisers**, for organising and monitoring work placements and work-study schemes;
 - the **International Relations Department**, for preparing and organising student mobility programmes prior to departure;
 - the **Student Activities Department**, to ensure that all student life activities are adapted to students' needs.
-
- The CSR, Diversity, Equality & Inclusion Officer works to raise awareness amongst all groups – both staff and students – of disability-related issues, the support available, and the tools that facilitate the implementation of reasonable adjustments.
 - These awareness-raising initiatives are designed to ensure that students with special needs do not feel stigmatised by these etudiants.es/apprenant.es, and that other students do not perceive them as favouritism.

✓ **ROLE OF THE STUDENT/LEARNER WITH A DISABILITY**

Students with disabilities are free to choose not to contact the CSR, Diversity, Equality & Inclusion Officer if they do not require any adjustments to their studies, and may choose to meet with her later in their studies if they encounter difficulties organising their mobility or if they wish to facilitate their entry into the world of work through a work placement or a work-study programme.

▪ **Studies**

Students must be aware that implementation of these adjustments takes time. It is therefore advisable to make an appointment with the CSR, Diversity, Equality & Inclusion Officer as soon as possible.

▪ **Professional Integration**

Do not wait until starting a job to seek support for employer dialogue. The Referent can help with RQTH (Disabled Worker Status) applications.

The CSR, Diversity, Equality & Inclusion Officer advises the student or learner on the benefits of having their status as a disabled worker (RQTH) recognized. She then explains the steps to be taken, the documents to be provided, and the relevant organizations and support schemes available. She may assist the student or learner in compiling the necessary documentation, in case of explicit request to do so.

▪ **International Mobility**

Anticipate requests as adaptations vary by country and institution.

Requests for special arrangements must be made in advance, to enable the International Relations Department to draw up a support plan in collaboration with the host institution, tailored as closely as possible to the student's or learner's needs.

However, the student / learner must be aware that the arrangements may vary from one country to another, and even from one institution to another!

05. FAMILY CAREGIVERS, HIGH-LEVEL ATHLETES, ARTIST STUDENTS

✓ THE PROCEDURE:

▪ Firstly, you must email a request for an appointment

Please remember to attach your timetable to your email to the CSR, Diversity, Equality & Inclusion Officer, whose contact details are given below:

Frédérique BOITEL: frederique.boitel@esce.fr

Based on your request and taking your timetable into account, she will be able to suggest time slots for an initial one-hour meeting, either online or in person, at your convenience. This meeting will provide an opportunity to discuss your personal constraints, relating to your specific circumstances and the extracurricular activities and commitments they entail.

▪ The CSR, Diversity, Equality & Inclusion Officer will then be able to:

Work with you to assess how to reconcile these with your study programme;
Inform you of the supporting documents required to prove your status;
And advise you on whether your extracurricular commitments are compatible or incompatible with pursuing a degree programme, which is subject to attendance and assessment rules set out in a contract with the Ministry of Higher Education, Research and Innovation.

▪ Support Plan

Once the necessary documents have been provided and the student has been informed of their rights and responsibilities, a Support Plan will be drawn up, binding both the institution and the student, and details of the arrangements will be communicated to the relevant departments.

✓ STATUS RECOGNITION:

- High-Level Athletes: Refer to **Annex 2**.
- Artists with Specific Needs: Refer to **Annex 3**.
- **Family Caregivers:** Support is available for those caring for a parent with a severe disability or serious illness. Contact the CSR Referent for conditions: she will advise you, explain the steps you need to take and the documents you need to provide, and tell you about the support and assistance available.

06. STEP-BY-STEP IMPLEMENTATION OF ADJUSTMENTS

✓ HOW THE INTERVIEW IS CONDUCE:

- **Requests for reasonable adjustments** will be considered during a meeting with the disability liaison officer. But the responsibilities of the CSR, Diversity, Equality & Inclusion Officer are not limited to approving supporting documents; they also include a duty to provide information and support with administrative procedures for recognition, international mobility, work-related placements, and so on...
- **The interview is an opportunity to discuss your concerns and difficulties openly**, whether they relate specifically to your studies or to personal circumstances affecting your study and living conditions. Based on the information provided, the CSR, Diversity, Equality & Inclusion Officer will work with you to assess your needs and determine the most effective support and/or adjustments.
- **The adjustments agreed upon will be granted upon presentation of supporting documents** that comply with French law, regulatory requirements specific to the Ministry of Higher Education and Research, and the academic requirements for the award of degrees. Supporting documents may be submitted in advance of this meeting, but simply submitting documents is not sufficient to validate your request.
- **Following this meeting, a Support Plan Agreement** form is drawn up, which may be signed jointly by the student/learner concerned. If these arrangements also concern the host organisation within the framework of an internship or work-study contract, the signature of the employer or the company supervisor acting on their behalf will be required.

✓ CONFIDENTIALITY OBLIGATION OF THE CSR, DIVERSITY, EQUALITY & INCLUSION OFFICER:

- **As part of her duties, the CSR, Diversity, Equality & Inclusion Officer is bound by the strictest confidentiality.** As such, she does not disclose any private personal information brought to her attention, whether during an interview or in any other communication.
- **Such private information includes, amongst other things:**
 - the student's or learner's health issues,
 - the specific nature of their disability,
 - private details of their personal circumstances...

✓ **NOTIFICATION OF THE AGREED ADJUSTMENTS TO THE RELEVANT SERVICES AND DEPARTMENTS:**

- **Adjustments are shared with those relevant services:**
 - the Academic Coordination Service informs teachers of the special arrangements granted and organises the conditions for mid-term and resit examinations;
 - the Languages Department, for requests for special arrangements for the TOEIC and any other language tests;
 - the International Relations Department, to prepare in advance for international mobility in collaboration with the host institution;
 - the ESCE Career Advisors when it is necessary to work in partnership with the host company of an intern or work-study student;
 - the Head of Student Life and Societies ensures that all students are welcomed and have equal access to society activities, induction weekends, events and social evenings.
 - the department responsible for verifying reasons for absence, in cases where exemption from compulsory attendance is granted.
- **This communication refers to the measures that have been put in place.**

It does not specify the types of disability or the medical conditions concerned, in accordance with the confidentiality rules governing the work of the CSR, Diversity, Equality & Inclusion Officer and the General Data Protection Regulation (GDPR), which applies to the digital processing of personal data and, in particular, health data.

07. TYPES OF ADJUSTMENTS FOR EQUAL OPPORTUNITY

✓ REASONABLE ADJUSTMENTS:

Adjustments must not impose a "disproportionate burden" or contravene the academic regulations/degree requirements.

✓ IN CLASS:

- Adapting course and/or examination conditions;
- Providing subtitles for lectures, whether face-to-face or delivered remotely, either synchronously or asynchronously;
- Providing assistive software;
- Adapting documents (enlarging text, inverting colours, converting tables into graphs, etc.);

Etc.

✓ DURING EXAMS:

These adjustments apply to continuous assessment as well as to mid-term and resit examinations, to oral and written examinations, to the writing of dissertations and reports and their defence, and to practical work or project assignments.

- Adapted materials and break rights.
- Extra time (tiers temps).
- Small group exam rooms.
- Digital equipment, with or without adaptive software,

Etc.

✓ STUDENT LIFE:

Within ESCE's student society life, equal opportunities in access to study conditions also include:

- Participation in ESCE's student society life;
- Access to events, social evenings and cultural or sporting activities organised by student societies;
- Access to counselling and psychological support services, which are offered free of charge to all étudiants.es/apprenants.es who feel they need them

Etc.

ESCE ensures improved accessibility to its premises, which not only facilitates movement for people with reduced mobility (PRM) but also enables communication and movement for people with sensory impairments.

✓ KEY POINTS:

- All such arrangements are assessed by the CSR, Diversity, Equality & Inclusion Officer, in consultation with the student or learner concerned.

They must comply with the academic regulations and graduation requirements established by the institution in agreement with the Ministry of Higher Education, Research and Innovation.

If a requested adjustment were to alter these contractual frameworks, the Diversity, Equality & Inclusion Committee would be required to rule on the 'reasonableness' of the adjustment, as defined by law.

- **The implementation of certain adjustments may require funding from authorised bodies.**

This funding must be applied for by the student/learner – who is the direct beneficiary – from the said bodies and their relevant departments.

Please note! Processing such a request may take varying lengths of time before approval and implementation. It is therefore advisable to make the application as early as possible.

The student/learner is informed by the CSR, Diversity, Equality and Inclusion Officer of these constraints regarding the implementation of specific adjustments, particularly where they involve human or material support from outside the institution.

- **Departmental Centre for People with Disabilities (MDPH) is the point of contact for disability-related matters, particularly when applying for:**
 - Disability Compensation Benefit (PCH);
 - Recognition as a Disabled Worker (RQTH), which justifies the implementation of recommended adjustments within the workplace and, in certain cases, enables funding to be obtained from Agefiph;
 - Mobility and Inclusion Card or a disability card, depending on the defined criteria.

However, the MDPH is not the only point of contact for students or learners with special needs.

There is a long list of organisations, associations or federations of associations that can provide support.

To find out more, simply contact your CSR, Diversity, Equality & Inclusion Officer.

08. INTERNATIONAL MOBILITY SUPPORT

✓ PREPARATION:

Preparation must begin well in advance in collaboration with the International Relations Department.

- **There is no international framework defining disability.** A few countries include situations within the scope of disability that are not recognised in France, whilst many others exclude certain situations from the scope of disability.
- **The support measures offered may vary from one country to another**, or even from one university to another. To take a well-known example, 'third time' is a French-specific provision. Compensatory time is most often offered at different rates, typically ranging from 25 per cent to 50 per cent. One health condition may be recognised as a disability, whilst another may not.
- **Your support needs also vary.** To determine your other support needs (accommodation, transport, etc.), a meeting will be arranged with the CSR, Diversity, Equality and Inclusion Officer and the Area Manager for your host country.

✓ ORGANISING INTERNATIONAL MOBILITY FOR INCOMING STUDENTS:

- The **International Relations Department** works with the CSR, Diversity, Equality and Inclusion Officer to support the arrival and integration of international students at ESCE.
- **Incoming students may contact the Officer at any time**, either before their arrival or as soon as they arrive. The sooner the officer is informed, the quicker it will be possible to set up appropriate academic arrangements and support, in accordance with the French legal framework and ESCE's defined regulatory obligations.

✓ PLANNING INTERNATIONAL MOBILITY FOR OUTGOING STUDENTS:

It is advisable to organise your international mobility well in advance.

- Given the constraints involved, the support arrangements for students and learners with disabilities require preparation well before departure for abroad. This preparation for mobility is carried out in collaboration with the International Relations Department, which acts as the point of contact for international partner institutions. The department ensures that your educational and academic adjustments are communicated and passed on to the contact person at the host institution.
- Please note that accommodations vary from one country to another, and even from one university to another! To take a well-known example, 'third time' is a

French-specific arrangement. Compensatory time is most often offered at different rates, typically ranging from 25 per cent to 50 per cent.

✓ **COMPLEX ARRANGEMENTS TO ENSURE CONTINUITY OF CARE:**

Students must ascertain the funding arrangements for their mobility, as well as any potential additional costs involved in addressing possible health issues or adjustments to daily life in the host country. To this end, it is important to identify existing grants and scholarships (such as the enhanced Erasmus+ grants, for example).

09. PROFESSIONAL INTEGRATION SUPPORT

✓ RECOGNITION (RQTH)

While not mandatory for studies, the **Disabled Worker Status (RQTH)** is often necessary for workplace adjustments recommended by Occupational Medicine. Companies actively seek disabled learners to meet their 6% employment obligation (OETH).

✓ CAREER REFERENTS AND EMPLOYABILITY SERVICE ROLE

- **ESCE's Career Advisors** work in collaboration with the OMNES Éducation departments responsible for corporate relations and contract management, namely the Centre of Expertise and Services (CES) for contractual matters and the Corporate and Alumni Relations Department (SREA), which benefits from an extensive network of national and international companies and organisations, both in France and abroad.
- **ESCE's Career Advisors** provide individual support to work-study students and interns, offering regular monitoring throughout their professional integration period, thereby helping to prevent any potential breakdowns in their placements. In this capacity, they act as the primary points of contact for the CSR, Diversity, Equality and Inclusion Officer when adjustments to working conditions are required to ensure a fulfilling professional experience.
- **ESCE's Career Advisors** offer personalised support to students and apprentices with specific needs:
 - Individual support for apprentices and interns,
 - Help with professional projects and job searches,
 - Interview preparation and CV writing,
 - Coordination between the school and host companies.
- **The CSR, Diversity, Equality and Inclusion Officer** works with all the stakeholders to improve the integration of students and learners with disabilities or with specific circumstances:
 - She advises them on the administrative procedures they need to complete;
 - She assists them in compiling the application dossier for Recognition of Disabled Worker Status (RQTH), which enables them to become beneficiaries of the Obligation to Employ Disabled Workers (BOETH) in accordance with the 2005 Act; It works to facilitate their integration into the workplace by informing them of the options for workplace adaptations or flexible working hours available to them, and by organising meetings prior to them taking up a post or in the event of difficulties during the period of professional integration; It develops a network of partners committed to the integration of work-study students with disabilities or those with specific needs.

✓ APPRENTICESHIP SPECIFICS

No age limit for apprenticeship/professionalization contracts.

Maximum contract duration extended to 4 years for RQTH holders.

Potential financial aid for autonomy, technical needs, or mobility (via Agefiph or OPCO).

✓ THE WORK-STUDY PROGRAMME AT ESCE

- **Specific features** of the work-study programme for students with disabilities are as follows:

- there is no age limit for entering into an apprenticeship or professional training contract;
- apprenticeship contracts can be adapted;
- the maximum duration of an apprenticeship contract can be extended to four years for a student on a work-study programme who holds a Recognition of Status as a Disabled Worker (RQTH).

- **Financial assistance**

In certain cases, financial assistance may be offered; the amount is calculated based on their age, the duration of their contract and their requirements for reasonable adjustments. This lump-sum payment, paid in a single instalment at the start of the contract, is intended to cover the costs associated with starting the apprenticeship (travel, accommodation, teaching materials).

ESCE student can apply for support from Agefiph, from the regional authorities, and also from OPCO; these skills development organisations support state-recognised training institutions and businesses in the areas of training and skills management.

Several types of support are available:

- Support for independence (personal assistance);
- Technical support (provision of equipment, furniture and digital resources);
- Mobility support (adapted transport between home and workplace) for higher education students on compulsory work placements;
- Support from approved service providers specialising in certain types of disability (one-off, specific services).

✓ KEY POINT:

You do not need to be registered with the MDPH to be recognised as having a disability in higher education, but registration can be very useful in ensuring that you benefit from reasonable adjustments and even funding for assistive technology in the workplace.

10. FINANCIAL AND PRACTICAL SUPPORT FOR STUDENTS WITH DISABILITIES

✓ **BENEFITS GRANTED BY THE DEPARTMENTAL CENTRE FOR PEOPLE WITH DISABILITIES (MDPH)**

- **AAH:** the Adult Disability Allowance is a form of financial support designed to ensure a minimum income and is awarded subject to meeting four criteria: disability, age, nationality and means. Receiving the AAH automatically entitles the applicant to RQTH status.
- **CMI:** The Mobility and Inclusion Card (CMI) may be granted for life to people whose disability is unlikely to change. The Mobility and Inclusion Card may carry three designations:
 - the 'disability' designation is awarded to any person whose permanent disability rating is at least 80% or who requires the assistance of a third party to carry out activities of daily living. The 'disability' designation may be supplemented by the sub-designations 'need for support' or 'need for support due to blindness';
 - the 'inclusion' designation is awarded to any person with a disability rating of less than 80% that makes standing difficult, or with a disability that significantly and permanently reduces their ability and independence to walk, or that requires them to be accompanied.
- **PCH:** the Disability Compensation Benefit is a personalised benefit intended to cover needs arising from a loss of independence. This benefit covers personal care, practical aids (home and vehicle adaptations) and assistance from service animals (guide dogs or assistance dogs).

✓ **SCHOLARSHIPS**

- **CROUS** grants are awarded on the basis of means-tested criteria (based on the student's/learner's social circumstances). The age limit of 28 does not apply to these [étudiants.es/apprenants.es](https://etudiants.es/apprenants.es) for a first-time application. Students/learners whose disability is recognised by the MDPH may be eligible for an extension of this entitlement for a period varying according to individual circumstances;
- **Fédération 100% Handinamique** offers one-off grants to help fund reasonable adjustments or assistive technology to support academic success;
- Foundations and associations offer grants which are paid to students/learners following an assessment of their application, and which aim to remove the financial barriers to their continued studies; often specialising by type of disability, they provide funding for targeted support and equipment loans.

✓ **INTERNATIONAL MOBILITY GRANTS**

Erasmus+ grants (European mobility) are increased for students with a disability who have declared this to the International Relations Department, which acts as an intermediary for their application.

Each year, the **TotalEnergies Foundation** offers to supplement the funding for international mobility for a number of candidates with a disability, following a review of the application detailing the costs that remain the responsibility of the student or learner to cover the necessary adjustments for their mobility; this application must be approved by the Disability Liaison Officer, who is responsible for forwarding it to the foundation.

11. REASONABLE ADJUSTMENTS?

Adjustments must be "reasonable," meaning they should not impose an undue burden.

✓ ACADEMIC LIMITS

In the context of studies, any requested adjustments must not conflict with the host institution's educational profile.

For example, requesting exemption from modern foreign languages may conflict with the remit of an international business course.

For example, requesting to take distance-learning courses, when the institution is required to comply with the ratios of face-to-face and distance-learning teaching set by the accrediting bodies, may constitute an unreasonable adjustment.

✓ PROFESSIONAL LIMITS

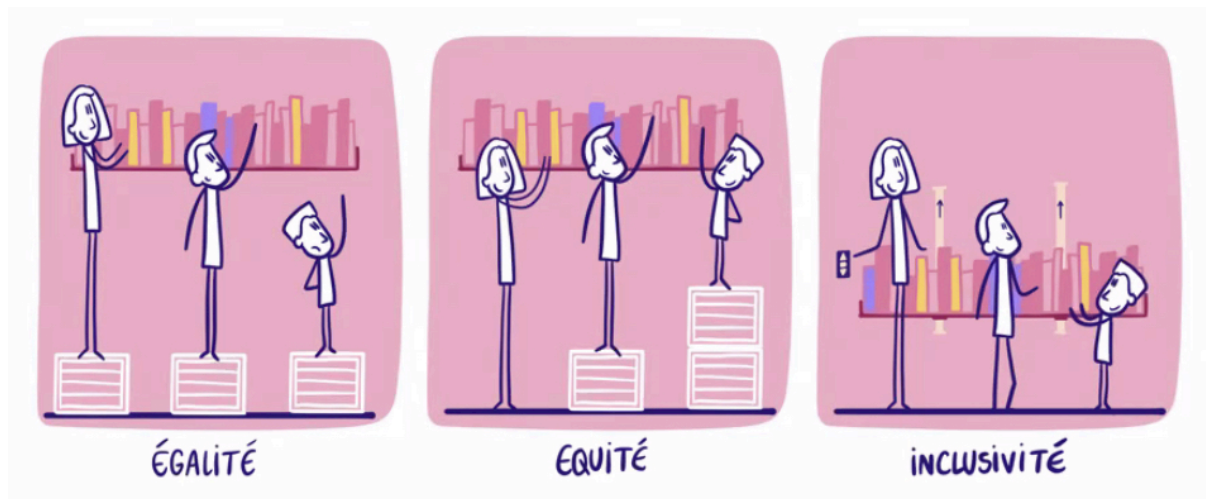
In the context of integration into the workplace, requesting exemption from travel may be considered unreasonable if it is a core job function.

✓ Inclusive World

No health issue or disability should stand in the way of your career plans or your personal and professional fulfilment, provided that you take them into account in order to avoid experiencing professional failure that would cause you to lose confidence in your abilities and resources.

The goal is to move beyond mere equality toward true inclusivity for all.

The world lies open before you, rich in experiences, the most precious of which lies in your life journey, which has shaped who you are and will shape who you will become.



APPENDIXES SUMMARY

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APPENDIX 04: APPLICATION FORM FOR ADJUSTMENTS DEMAND (ARTISTS WITH SPECIFIC NEEDS)

APPENDIX 05: EXAMPLES OF POSSIBLE ADAPTATIONS

APPENDIX 06: KEY ACRONYMS (AGEFIPH, CDAPH, MDPH, ETC.)

APPENDIX 01: TYPOLOGY OF DISABILITY SITUATIONS

DISABILITY SITUATIONS AND INVALIDATING ILLNESSES		
HEARING DISABILITY Impairment of the outer or middle ear affecting sound transmission, or of the inner ear affecting sound perception; deafness is rarely total. Hearing disability is characterised by difficulty perceiving and localising sounds. Profound deafness leads to difficulties articulating and speaking.	VISUAL DISABILITY Visual disability has many origins. It is characterised by a loss of visual acuity, even with correction, which can go as far as total blindness. It can cause difficulties with movement and with spatial and graphic representation.	MOTOR DISABILITY Back pain, musculoskeletal disorders, neuromuscular diseases, paralysis... Physical disability is characterised by partial or total impairment of motor function. It can affect movement, balance, manipulation and even speech.
PSYCHIATRIC DISABILITY Bipolar disorder, depressive disorders, schizophrenia, paranoia, phobias, OCD, neuroses... Psychological disability is characterised by difficulties adapting to one's environment or to others. It can lead to difficulty concentrating and can arise at any time and at any age.	COGNITIVE DISABILITY Attention or memory disorders, language disorders or difficulty adapting to change, disorders of perception (gnosis) or of gesture (praxis), hyperactivity, specific learning disorders (DYS), autism spectrum disorders... Cognitive disability is characterised by impairment of the processes of acquiring or processing information.	INVALIDATING ILLNESSES Hypertension, heart, kidney or respiratory failure, HIV, diabetes, allergies, eczema, cancer, epilepsy, multiple sclerosis... Invalidating illnesses reduce a person's capacity for physical activity, mobility or work, whether in duration, intensity or regularity.

APPENDIX 02: SUPPORT PLANS FOR STUDENTS WITH SPECIFIC NEEDS

	TO BE COMPLETED
PROGRAMME AT ESCE	
Student (Last name-First name)	
Email	
Phone	
Gender (F / M / NB / Other)	
Programme (Reboost / Bachelor / Master / MSc)	
Level / year of study	
Enrolment information (CLA / CFA / International)	
First appointment	
MDPH (In progress / Y / N)	
MDPH / RQTH support (In progress / Y / N)	
Supporting documents provided (Y / N / Invalid)	
Course accommodations approved	
Exam accommodations approved	
Other accommodations	
Date communicated to Services and Depts.	

INTERNATIONAL MOBILITY	TO BE COMPLETED
Mobility period abroad	
Country and city of host institution	
Host institution	
Host institution accommodations	
International Relations Dept Validation	

PROFESSIONAL INTEGRATION	TO BE COMPLETED
Apprenticeship contract period	
Host company – country / city	
Host company	
Workplace accommodation	
Company tutor contact	
ESCE tutor contact	
Career Service validation	

PAEBS (SUPPORT PLAN AGREEMENT)	TO BE COMPLETED
Support plan signed (In progress / Y / N)	
ESCE agreement (In progress / Y / N)	
Student / Learner agreement (In progress / Y / N)	

APPENDIX 03: APPLICATION FORM FOR ADJUSTMENTS DEMAND HIGH LEVEL SPORT ATHLETES

ACCOMODATION REQUEST FILE - ESCE	
HIGH-LEVEL ATHLETE STUDENT	
LAST NAME	
First name	
Date of birth	
ESCE email address	
Phone number	
Student number	
PROGRAMME	
Level	
Specialisation	
Training project in CLA or CFA (YES/NO)	
Sporting activity	
Federation	
Name of supervising organisation	
Regional / National / International level	
Competitions during the academic year	
Intensity and frequency of personal practice	

Intensity and frequency of practice within the organisation			
Accommodation request from the SHN student			
Accommodation proposal from the institution			
Please attach the following documents to this file:	DATE	VALID	NOT VALID
Registration on a ministerial list in the Elite, Senior or Espoirs categories			
Registration on the list of national teams as an Espoirs athlete			
Certificate of affiliation to the supervising organisation and competition level			
Recommendation letter (if applicable)			
Submission date: __ / __ / __			
Signature of the student / learner:			
Signature of the ESCE representative:			
Return date: __ / __ / __			
Signature of the student / learner:			
Signature of the ESCE representative:			

**APPENDIX 04: APPLICATION FORM FOR ADJUSTMENTS DEMAND
ARTISTS STUDENTS**

ACCOMODATION REQUEST FILE – ESCE				
ARTIST WITH SPECIAL NEEDS				
	TO BE COMPLETED			
LAST NAME				
First Name				
Date of Birth				
ESCE email adress				
Phone number				
PROGRAMME (Reboost / Bachelor / Master / MSc)				
Level / year of study				
Enrolment information (CLA / CFA / International)				
ARTISTIC ACTIVITY				
NAME OF SUPERVISING ORGANIZATION				
DATES EVENTS planed during the academic year				
VENUES OF THOSE EVENTS				
DATES ART COMPETITIONS				
VENUES OF THOSE COMPETITIONS				
Date communicated to Services and Depts.				

Please attach the following documents to this file:	YES	DATE	INVALID	NO
Proof of registration				
Certificate justifying artistic background				
Recommendation letter (if applicable)				
Submission date: __ / __ / __				
Signature of the student / learner:				
Signature of the ESCE representative:				
Return date: __ / __ / __				
Signature of the student / learner:				
Signature of the ESCE representative:				

APPENDIX 5: EXAMPLES OF ACCOMMODATIONS AND ADJUSTMENTS

EXAMPLES OF ACCOMMODATIONS AND ADJUSTMENTS	
MH 102	One-third extra time for written exams
MH 103	One-third extra time for oral exams
MH 104	One-third extra time for preparing oral exams
MH 118	One-third extra time to stand up, walk, or go to the restroom
MH 119	Additional compensatory time for care/treatment
MH 121	Possibility to leave and take a break before the end of the first hour
MH 126	Possibility to take a break with compensatory time, within the limit of one-third of the allotted time
MH 201	Easy access to restrooms, close to the room's exit door
MH 207	Proximity to a secured power outlet
MH 209	Special lighting conditions (under exceptional circumstances)
MH 212	Possibility of being alone in a room (under exceptional circumstances)
MH 214	Room with a reduced number of students
MH 303	Exam paper in enlarged print (size to be specified), on A4 format
MH 304	Exam paper in enlarged print (size to be specified), on A3 format
MH 403	Student has access to their Braille tablet for reading and writing
MH 405	Use of specific software used in class
MH 413	Right to use their own computer
MH 414	Loan of a computer
MH 508	Verbal instructions must be given aloud, articulated clearly, facing the person
MH 601	Verbal instructions provided in writing
MH 602	Written communication for oral and practical exams
MH 632	Priority or individual scheduling for oral exams

APPENDIX 06: KEY ACRONYMS (AGEFIPH, CDAPH, MDPH, ETC.)

AGEFIPH: the Association for the Management of the Fund for the Professional Integration of People with Disabilities. Funded by contributions from companies that do not meet their 6% disability employment obligation, it distributes financial assistance to people with disabilities and to companies to help with career planning, training, disability compensation, business start-up or takeover, and access to or retention of employment, etc. It runs a network of service partners dedicated to professional integration (Cap emploi), to job retention (Sameth), and to informing companies (Alther).

CDAPH: within the MDPH, the Commission for the Rights and Autonomy of People with Disabilities makes all decisions concerning assistance and benefits, in light of the assessment carried out by the multidisciplinary team (compensation needs and drafting of the personalised disability compensation plan). It is responsible for: ruling on the guidance of the person with a disability and the measures needed to ensure their educational, professional and social integration; designating the institutions or services that meet the person's needs, or that are involved in their re-education, education, retraining and reception; awarding the Mobility, Inclusion or Invalidity Card (CMI); awarding the Disabled Adults' Allowance (AAH) as well as the Disability Compensation Benefit (PCH); and recognising Worker with a Disability status (RQTH).

HANDINAMIQUE: the HANDINAMIQUE Student Federation is a peer-support network for students and young graduates with a disability, offering in particular opportunities to share practices, meetings with companies (at HandiCafés®), and national networking weekends (<https://www.handinamique.org/>). It also distributes grants to support learners with a disability in continuing their studies.

FIPHFP: the Fund for the Integration of People with Disabilities into the Public Service helps public employers meet their commitments to people with disabilities and reach the legal 6% employment rate. Through its funding and the partnerships it builds, it encourages public employers to implement professional inclusion policies, notably via the accessibility of professional premises, tools and work equipment, recruitment, training, and support throughout the career of employees with a disability.

MDPH: the Departmental Centre for People with Disabilities is a one-stop public service designed to welcome, inform, guide and support people with disabilities. It is a local network providing access to all relevant rights, benefits and forms of assistance.