

Large academic and social differences for disabled children in primary and secondary School

Children with disabilities are for the most part enrolled in ordinary schools, and for half of them in ordinary classes. Parents feel generally positive about the quality of teaching and their child's well-being. However the minority of dissatisfied parents is greater than in other families. The families are more often single and disadvantaged parents, with mothers frequently having to decrease or stop their professional activities. Despite contacts with the educational team, numerous parents are unaware of the learning arrangements their children benefit from.

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Of the disabled children in 2013-2014 attending school, nearly half (45%) have intellectual and cognitive disabilities, and one in five children mental disorders (FIGURE 1). The language and speech issues, potentially revealed during the learning process,

are a little more common in 12 year-olds (16%) than in 8 year-olds (8%). Fewer than one disabled child in three is a girl. Their numbers increase when they have hearing, visual disabilities or metabolic disorders (from 41% to 45%) rather than a mental problem (16%).

1 – School situation at start of school year 2013 by the nature of the disability (in %)

	Breakdown of pupils	Breakdown of school types			
		Ordinary school		Ordinary school + special school	Special school
		Ordinary school	Special class CLIS/ULIS		
Children born in 2001					
Intellectual and cognitive disabilities	44.8	33.8	40.7	1.0	24.4
Related multiple disabilities	6.5	39.1	19.3	3.4	38.1
Hearing disability	2.5	50.5	14.7	7.1	27.7
Mental disorder	18.6	52.0	10.3	8.3	29.4
Other disabilities	2.0	56.5	4.0	2.8	36.7
Visual disability	1.5	70.1	12.5	4.7	12.7
Motor disability	7.2	73.4	13.7	0.8	12.1
Metabolic disorder	1.0	75.7	8.9	0.5	15.0
Language and speech disabilities	16.0	83.4	13.0	0.8	2.8
Total	100.0	50.2	25.2	2.7	21.9
Total Weighted enrolment numbers	28 650	14 369	7 218	779	6 284
Children born in 2005					
Intellectual and cognitive disabilities	44.9	34.1	50.2	2.2	13.4
Related multiple disabilities	7.5	51.8	20.6	3.4	24.2
Hearing disability	3.0	58.0	12.1	7.7	22.2
Mental disorder	21.3	61.2	13.9	10.6	14.2
Other disabilities	2.2	66.1	8.5	3.0	22.5
Visual disability	1.8	73.0	8.9	8.2	9.9
Motor disability	6.8	74.3	11.3	3.1	11.3
Metabolic disorder	1.5	85.4	6.4	2.3	6.0
Language and speech disabilities	11.0	80.7	12.8	1.6	4.8
Total	100.0	51.9	30.1	4.4	13.6
Total Weighted enrolment numbers	22 680	11 775	6 821	997	3 087

Source : MENESR-DEPP - Panel of disabled pupils born in 2001 and 2005.

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At the start of the school year 2013, over three-fourths of children with disabilities were enrolled in ordinary schools and half of them in ordinary classes

Enrolment in an ordinary school tends to decrease as the pupil advances from one year to the next. The number of pupils attending a specialised school rises from 18% at 8 years to 25% at 12. The nature of the disorder determines the type of enrolment whatever the year of birth. Thus, children with language and speech disorders are in ordinary classes more than eight times in ten, likewise those with seeing, motor or metabolic disorders (over 7 in 10). In contrast children with intellectual and cognitive disorders are the most numerous in attending specialised classes: one 8 year-old in two is in CLIS¹ and four in ten 12 year-olds in ULIS². And children with mental disorders or with related multiple disorders are among the most numerous to be partially or exclusively enrolled in specialised environments. The types of disorder giving rise to a nearby type of schooling have been grouped into the following three categories:

- language and speech, hearing, seeing, metabolic, motor and other disorders;
- mental and related multiple disorders;
- intellectual and cognitive disorders.

Parents generally satisfied with the school attended by their child, but the minority of discontents is greater than in the families of non-disabled children

More than three quarters of parents state that their children are enrolled in the school they desire. However, the parents of the youngest are less satisfied with the school attended by their child than the parents of non-disabled children born in 2005 and entering their first year of primary school in 2011 (see “SOURCES and DEFINITIONS”). In particular, parents stating “this is not at all the school we want” are twice as numerous (4.7% vs. 2%). The parents of 12 year-olds appear more

2 – Satisfaction rate of parents with the school attended by their child according to the nature of their disorder grouped together (in %)

Overall, what do you think of the school or special school attended by your child this year?	Pupils born in:	Language, hearing, visual, metabolic, motor or other disorders	Intellectual and cognitive disorders	Mental disorder and multiple disorders	Combined	Others parents
It is entirely the ordinary school/special school that you wanted for your child	2005	80.8	79.2	74.7	78.3	80.1
	2001	75.3	77.8	69.5	75.0	68.7
It is not entirely the ordinary school/special school that you wanted for your child	2005	15.9	16.2	19.3	17.0	17.8
	2001	21.3	17.6	23.5	20.2	27.9
It is not at all the ordinary school/special school that you wanted for your child	2005	3.3	4.6	6.0	4.7	2.0
	2001	3.4	4.6	7.0	4.8	3.5

Source : MENESR-DEPP - Panel of disabled pupils born in 2001 and 2005 and panel of pupils in 2007 and 2011.

satisfied with the school attended by their child than the parents of secondary school pupils enrolled in 2007. The percentage of “not at all satisfied” remains around 5% and is higher than that of the other parents. Parent satisfaction decreases when their child has mental or related multiple disorders or, to a lesser extent, intellectual and cognitive disorders (FIGURE 2).

One in ten children feels uncomfortable or very uncomfortable at school

Parents are probably all the more satisfied in that the vast majority of children (from 85% to 90%) feel comfortable at their school. However, parents are more numerous than the parents of non-disabled children in feeling that their child is uncomfortable, even very uncomfortable, at school. According to their family, one 8 year-old in ten is uncomfortable or very uncomfortable in their school or special school. This is three times more than pupils born the same year entering the first year in 2011. Half of the 8 year-olds are said to feel very comfortable in their school as opposed to two thirds of

children of the same age. The discomfort of children depends on the disability they have. Thus 20% of 8 year-olds and 14% of 12 year-olds with mental or related multiple disorders feel uncomfortable or very uncomfortable in the schools they attended in 2013.

A majority of parents satisfied with the education their children receive

A majority of families are satisfied with the education their children receive. They are, however, less satisfied than the parents of non-disabled children. There is a big difference for those children born in 2005: 16% of their parents, compared to 4% of the parents of children entering their primary school year in 2011, consider the education as not very or not at all satisfactory. Parents are more dissatisfied (FIGURE 3) when their children have intellectual or cognitive disorders (16%) or mental disorders (19%).

3 – Parents' satisfaction with the teaching given according to the nature of the disorder (in %)

	Very or fairly satisfied	Little or not at all satisfied
Language, hearing, visual, metabolic, motor or others disorders	87.1	12.9
Intellectual or cognitive disorders	83.8	16.2
Mental disorders, related multiple disorders	80.5	19.5
Combined	83.7	16.3
Others parents	96.1	3.9

Source : MENESR-DEPP - Panel of pupils with disabilities born in 2005 and a panel of pupils 2011.

1. La classe pour l'inclusion scolaire (CLIS) is an orientation stream in the French education system starting at the end of pre-elementary age (6 and over) for children with disabilities. They are placed in special classes composed of no more than 12 pupils in ordinary schools and they must be part time included in ordinary classes with their non-disabled peers.
2. Les Unités localisées pour l'inclusion scolaire (ULIS) are the same arrangement for including pre-adolescents or adolescents with disabilities in certain secondary schools or general, technological or vocational high schools.

Families remain largely ignorant of the teaching arrangements despite meetings with teachers

Almost all parents meet their child's teacher at least once. In primary or secondary school it is most often the teachers, the school's headmaster or the supervising teacher who initiate meetings. Despite this, a mere 40% of 12 year-olds' families and 44% of 8 year-olds' families know of the teaching arrangements available to their children in the Personalised Schooling Plan (PPS)³. There are even fewer who state that these arrangements are relevant and that they have been implemented. The parental understanding is very much linked to their child's disability. The percentage of parents saying that the teaching arrangements set out by their child's PPS are detailed and clearly identified surpasses 50% when the child has a language and speech disorder or a physical disorder (hearing, seeing, motor or abdominal). It drops to 46% for the children born in 2005, down to 39% for those born in 2001 with mental or multiple disorders; this percentage falls even further to 38% for children born in 2005, down to 29% for those born in 2001 when the child has intellectual or cognitive disorders. When the child has a mental or an intellectual and cognitive disorder, there are fewer parents who feel these arrangements are relevant and about as many are aware that they have been implemented.

Social origin that differ according to the nature of the disability

These differences in the parents' perception of schooling or in their relationship to the establishment attended by their child might also originate in the differences of the social standing of families with a disabled child. These parents

3. Le Plan personnalisé de scolarisation (PPS) is an individual school project with eventually prescriptions of human support or equipment as braille console or computer...

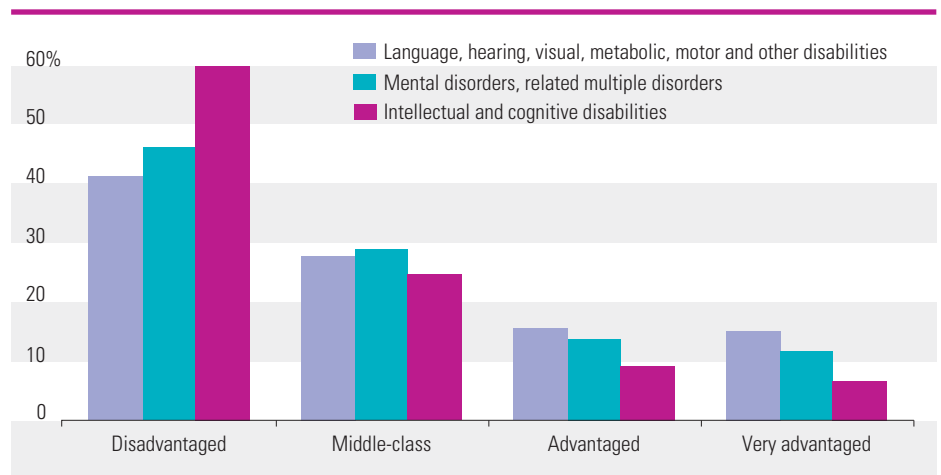
belong more often to a disadvantaged, inactive or working class background (see "DEFINITIONS") than executives or intermediate professionals whatever the nature of their child's disability. Nearly six in ten of children with disabilities (FIGURE 4) have intellectual or cognitive disorders, and 45% of the children with mental or related multiple disorders live in a family from the socially disadvantaged category. In contrast, families with children with a language, speech or physical disorder belong less to a disadvantaged environment.

The families where the child's disability has a strong impact on the mothers' professional activity tend also to live in a more disadvantaged situation compared to other parents.

The disability's high impact on the mothers' professional activity

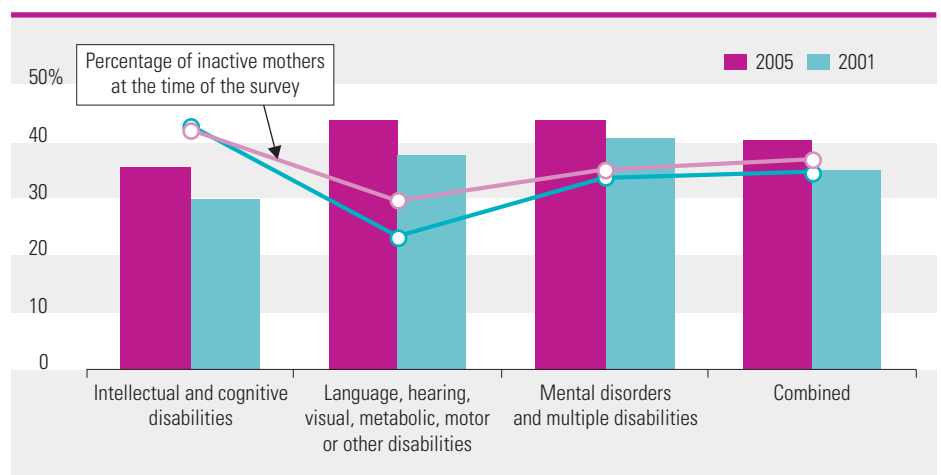
40% of the mothers and 6% of the fathers of the youngest children have stated they have either decreased or stopped their professional activity to deal with the child's particular needs. The incidence is a little less pronounced for 12 year-olds of whom 35% of the mothers and 4% of the fathers have also decreased or stopped their professional activity (FIGURE 5). The impact of their child's disability is greater when the child has a mental disorder or related multiple disorders, less when he or she has an intellectual or cognitive disorder. However the mothers of children with the latter disorder were

4 – Social origins that differ according to the nature of the disability (in %)



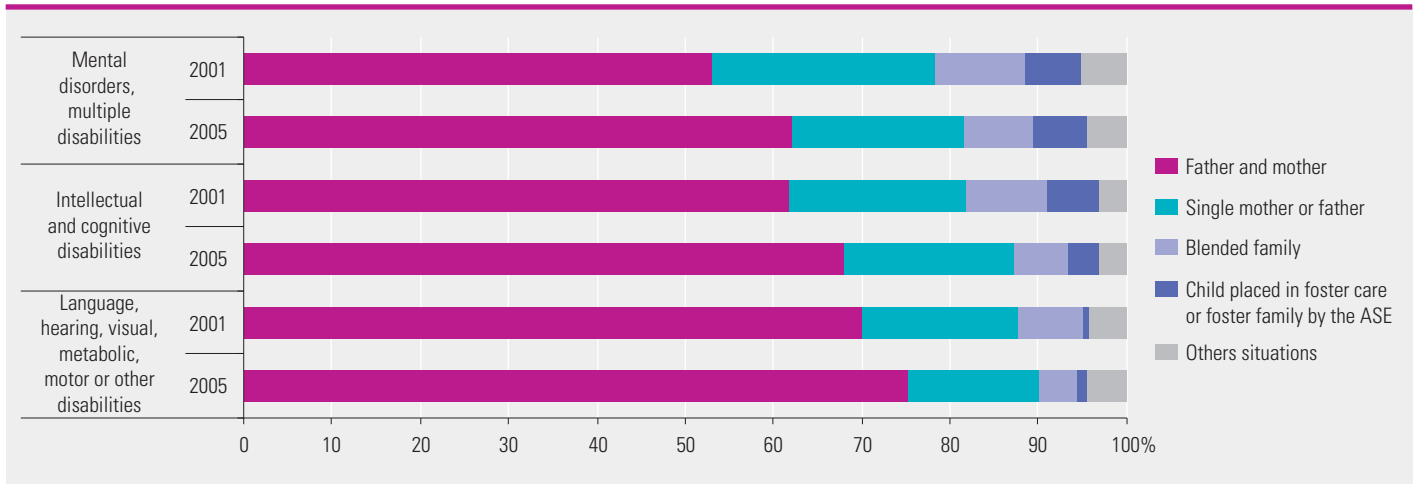
Source : MENESR-DEPP - Panel of disabled pupils born in 2001 and 2005.

5 – Percentage of mothers having decreased or stopped their professional activity to meet the particular needs of their child and the percentage of inactive mothers at the time of the survey (in %)



Source : MENESR-DEPP - Panel of disabled pupils born in 2001 and 2005.

6 – Composition of the family with whom the child lived in 2013 -2014 (in %)



Source : MENESR-DEPP - Panel of disabled pupils born in 2001 and 2005.

more numerous in their lack of professional activity at the time of the survey (42%).

Children with disabilities live less often with both parents

Children with disabilities live less often with both parents than the other pupils. This difference prevails both for those pupils born in 2005 (69% vs. 79%) and those born four years earlier (62% vs. 72%). The risk of not living with both parents increases with age for all children. So disabled children live more often with a single parent, their mother in most cases (18% at 8 years-old and 21% at 12 compared to 12% and

16% respectively in the overall population). Slightly more of them belong to a blended family (6% vs. 4% and 9% vs. 7%). But they run a much higher risk of being placed in social care (ASE)⁴: 3.6% of disabled children born in 2005 are in such care (0.3% in the overall population) and 4.5% for disabled children born in 2001 compared to 0.4% for non-disabled children of the same age.

At any age children with mental disorders or related multiple disorders live less often with both parents (FIGURE 6):

4. *L'aide sociale à l'enfance* (ASE): children's aid society which places children in a foster care or foster family if their own family can't take care of them.

62% of the 8 year-olds and 53% of the 12 year-olds, and more of them are in ASE social care: 6% of the 8 year-olds and 6.5% of the 12 year-olds. The group of children slightly less numerous are those with intellectual or cognitive disorders (3.6% of the 8 year-olds and 6% of the 12 year-olds). ■

to learn more

www.education.gouv.fr/statistiques
depp.documentation@education.gouv.fr

SOURCES and DEFINITIONS

Sources

In the new 2013 school year, the DEPP created a panel of pupils with disabilities. To constitute the panel 7,074 pupils born in 2001 and 6,057 pupils born in 2005 were randomly selected from annual surveys on the enrolment of disabled children. From March to July 2014, a survey was conducted with the families of the selected pupils: 5,691 replies from families with children born in 2001 were viable and 4,924 replies for children born in 2005, a reply rate of just over 80%. This memo deals with the pupils whose families replied to the survey and for whom the conditions of enrolment were also recorded in the annual surveys. The number of pupils

has been adjusted to represent all pupils with disabilities born in 2001 and 2005, and enrolled in 2013-2014 in an ordinary school or a special school. The nature of the disorders used in this memo is the same as in the annual surveys. It is the main survey criterion alongside the year and month of birth. The survey used the unequal probabilities sampling method so as to ensure that all the disorders be properly represented. Conducted with hard-copy, self-administered questionnaires or telephone interviews for those families who failed to respond to the paper questionnaire, the family survey used numerous questions from the Family surveys of the panels of pupils entering their first year of primary school in 2011 and first year of secondary school in 2007. Comparisons have been done on similar questions (FIGURES 2 and 3).

Definitions

The social origins were constructed from the professions and socio-professional categories of the actively employed and from those of the corresponding unemployed or retired:

- very advantaged: company directors with ten or more employees, the professions, executives and the higher intellectual professions, professors and teachers;
- advantaged: intermediate professions (except professors and teachers);
- middle-class: farmers, craftsmen and shopkeepers, employees;
- disadvantaged: labourers, inactive (the life-long unemployed, people without a professional activity), non-respondents. ■