

aivancity

PARIS-CACHAN

**Welcome booklet for
learners with disabilities**



1. Introduction

aivancity is committed to a policy of equal rights and opportunities and effective inclusion in order to enable all our learners to access different training courses and develop their full potential for skills enhancement.

All learners with a disability, whether temporary or permanent, or suffering from a disabling health condition, are thus supported in their training path.

aivancity is committed to :

- Facilitating the expression of needs as early as possible in the training process
- Studying possible specific accommodations, in response to the needs identified and in line with the disability situation
- Coordinate the identification, implementation and follow-up of solutions to adapt, compensate and improve training conditions.
- Act as a link between the school's various departments
- Support learners in all their endeavours

However, the learner's success remains his or her responsibility, and aivancity cannot be held responsible if the learner fails to deploy the necessary means to obtain the required skills.

This welcome booklet contains essential information about the accessibility of our training courses, the support system deployed for learners with disabilities, and the facilities put in place.

You will also find useful contacts to help you throughout your training.

2. The Welcome process

Contacts

Your campus has a disability advisor. You can find their contact details on your school's website.

His or her role is to ensure that all those involved in your school take into account the needs of learners with disabilities.

You can also get in touch with aivancity's disability advisor
Mail: referent.handicap@aivancity.ai

His/her role is to ensure that all those involved in the school - administrative staff, teaching staff and accompanying adults - take into account the needs of learners with disabilities. He or she ensures that you are accompanied in a spirit of fairness.

He or she is also the point of contact for your families and teaching teams, to ensure that your disability is taken into account at school and in the workplace.

2. The Welcome process

What documents do I need to provide?

In order to benefit from our support services and special accommodations, we invite you to bring an official document attesting to your disability, or to initiate the necessary steps afin obtaining recognition of your disability.

You will find below a list of documents issued by various organizations attesting to your disability.

RQTH: Issued by the MDPH (Maison Départementale des Personnes Handicapées)

The RQTH (Reconnaissance de la Qualité de Travailleur Handicapé Recognition of Disabled Worker Status) is an administrative decision granting disabled people a status enabling them to benefit from specific aids and one-third time work.

PPS: Issued by the MDPH

The Projet Personnalisé de Scolarisation concerns learners with disabilities who require specific accommodations.

ALD: Relates to social security (AMELI certificate).

Affection de Longue Durée (Long-term condition) concerns chronic illnesses.

The situations described above give rise to the possibility of receiving assistance and/or benefits:

AAH: Issued by the CDAPH (Commission des Droits et de l'Autonomie des Personnes Handicapées).

The Allocation aux Adultes Handicapés is a financial aid that provides a minimum income.

AEEH: Issued by the CDAPH

Allocation d'Education de l'Enfant Handicapé. For children under the age of 20. It is a financial aid paid to the parents of disabled learners.

3. During the training

How is my support structured?

Support in 3 steps.

1

When should I talk about my disability?

You can disclose your disability at any time, starting with your application to our school. Simply indicate your disability in the space provided and on your application and/or registration form.

You can also get in touch with your Campus Disability Advisor.

You will be offered an initial interview. You will be asked to provide the attestation of recognition of your disability or any other document attesting to your situation.

2

How is my training adapted?

During your interview with the Disability Advisor, he or she will work with you to determine

with you, the adjustments you'll need to make.

Depending on your situation, the type of accommodation may vary.

- Adaptation of the training environment
- Adaptation of teaching methods, content, aids and tools
- Adaptation of training times and rhythms
- Adaptation of training assessment methods (Tiers-temps....)
- Personalized assistance or support from the teaching team

3

How is my training monitoring organised?

Throughout your training course, your Disability Advisor is there to listen to you if you feel the need. He or she is committed to respecting the confidentiality of your exchanges and will not pass on any information about you without your consent.

If you wish, your Disability Advisor can refer you to other support structures with which he or she is in contact.

Your training coordinator is also responsible for supporting all learners in their and is therefore at your disposal.

3. During the training

Apprenticeships and disability

Throughout their training, aivancity provides special support for all learners with disabilities, whether they choose to follow a course of study as a student, an apprentice or in continuing professional education:

- Information on professions, training courses, contract offers, work-study schemes and, in particular, the specific conditions for apprenticeships (reception conditions, work-study rhythm, taking account of disabilities and possibilities for professional adjustments, etc.).
- Discussions with the employer and partners involved throughout the apprenticeship;
- Adaptation of the contracted training path: taking into account your individual situation, adapting your apprenticeship path to suit your needs.
- Follow-up of the course and adjustments in line with changing needs, in consultation with your employer and the partners involved;
- Information on what to do next after your training: employment partners (Pôle Emploi, Cap Emploi, Missions Locales, etc.), training network (school-based, apprenticeship, continuing vocational training, etc.), training in job search techniques;
- Easier contact with those involved in the next stage of your training: an assessment of your apprenticeship, or more broadly your sandwich course, can be carried out and communicated to you before you leave the training center (material and pedagogical adjustments made, avenues envisaged...).

4. Useful Links

4.1 useful resources



<http://www.mdpsh.fr/>

<https://www.agefiph.fr/>

<https://www.duoday.fr/>

<https://handicap-international.fr/>

<http://www.capemploi.net/accueil/>

[BAPU](#) (Bureau d'aide psychologique universitaire)

4.2 Link to legal texts



Law of February 11, 2005 for equal rights and opportunities, participation and citizenship of disabled people (modification of the provisions of the Education Code introduced by the law).



Decree no. 2005-1587 of December 19, 2005 on the Maison Départementale des Personnes Handicapées and amending the Code de l'Action Sociale et des Familles.



Décret n°2005-1617 du 21 décembre 2005 relatif aux aménagements des examens et concours de l'enseignement scolaire et de l'enseignement supérieur pour les candidats présentant un handicap