ALTERNATIVE REPORT
OF THE "AUTISME FRANCE" ASSOCIATION
TO THE RIGHTS FOR DISABLED PERSONS COMMITTEE

AS PART OF THE REVIEW OF THE FIRST PERIODIC REPORT FROM FRANCE
BY THE RIGHTS FOR DISABLED PERSONS COMMITTEE
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Preamble

Definition of Autism Spectrum Disorder (ASD)

ASDs are early and often severe developmental disorders of neurobiological origin. They are characterised, according to the DSM-5, by two sets of signs of varying intensity (hence the term ‘Autism Spectrum Disorder’ (ASD)):
- communication and social interaction disorders
- stereotypical and repetitive behaviour, restricted interests
which are often also related to other disorders, such as sensory, eating and sleeping disorders
Comorbidities are frequent: epilepsy, intellectual development disorder, praxis disorders, genetic syndromes ....

Difficulties in communication, learning and adapting to daily life can be more or less severe. The diagnosis of ASD is accurate from the age of 18 months and intervention should take place very early, at the first signs and before a formal diagnosis.

France, according to the French National Authority for Health, acknowledges a prevalence of 1 out of 100 for ASD: In the Western world, the prevalence is closer to 2%. Any autistic person, regardless of age, can develop positively if the interventions offered are adapted to their needs, difficulties and potential. Regular functional assessments and individualised educational programmes by professionals trained to deal with autism are essential. In order to develop their abilities, autistic persons need:
- an early diagnosis based on a multidisciplinary, neurological, speech therapy, sensory-motor and cognitive assessment;
- early intervention with adapted and scientifically validated programmes;
- regular assessments and individualised educational programmes;
- schooling with educational support in the school and possibly educational adjustments;
- socialisation in all areas of life.

The right to receive specific interventions is guaranteed by law.

Presentation of “Autisme France”

Autisme France: 30 years of fighting for the cause of autistic persons

February 1989: 1st call for the “constitution of a movement for the right to educational and non-psychoanalytical care for autistic people”, which leads to the holding of a first constituent assembly in June 1989, in Lyon. A first “manifesto of parents of autistic children” is drafted.

It is structured into 4 main points:
- The Right to Diagnosis
- The right to Education
- The right to Information
- The Right to Repair of Deficiencies (caused by inadequate care)

**April 1994:** Simone Veil met Autisme France on 12 April, and announced her decision, in accordance with our request, to carry out investigations (General Social Affairs Inspectorate (IGAS), National Agency for Medical Evaluation Development (ANDEM), etc.) and to publish a paper on autism within a year. That promise will be kept.

**June 1994:** Autisme France publishes its “Report on the experience of autistic people and their families in France at the dawn of the 21st century”. This document will largely inspire the IGAS report.

**March 1995:** Autisme France receives from the Ministry (27 March) the draft circular promised by Simone Veil. We are the only ones to submit amendments. Three of them are adopted in principle (recognition of the free choice of parents as to the nature of care, possibility of creating experimental structures, explicit recognition of integrated classes as a form of care). The other two are rejected (free choice of therapeutic content, recognition of an educational alternative (SESSD) (later called SESSAD) for children.

**April 1995:** General protest over six days to obtain the educational alternative. We fought this battle alone, while the other parents’ associations, wrongly believing that “a bad circular was better than no circular at all”, had already given up from the start.

**February 1996:** The bill introduced by Jean François Chossy, Member of the Parliament of the Loire department, was unanimously adopted on first reading by the National Assembly on 26 February. This bill, qualifying autism as a disability, thereby entitling autistic people to specific interventions, became Article L 246-1 of the Code of Social Action and Families (CASF).

**June 2001:** The President of Autisme France is then received by Bernard Kouchner (01.06) and Ségolène Royal (05.06). The main points discussed are:
- Compulsory diagnosis of autism in accordance with the international classification, and if possible before entry into nursery school (systematic screening).
- Access to education.
- Right of autistic people to a decent life.
- Medical investment in autism research.

Presentation by Ségolène Royal of the “plan to improve reception and care for autistic children and adults”. The Minister pledged to “do whatever it takes to ensure that no disabled child is left out of compulsory education at the start of the next school year”.

In 2002, Autisme France also initiated an approach to the European authorities, which was later carried by Autisme Europe.

**November 2003:** The European Committee of Social Rights concludes that France has failed to fulfil its educational obligations towards autistic people, as set out in the European Social Charter. The condemnation of France will be reiterated and confirmed in 2007, 2008, 2010, 2012 and 2013.

2009: Second White Paper on Autism

2010: Autisme France participates in the Steering Group on Good Practice Recommendations for Children and Adolescents.

2012: Autisme France drafts a project proposal for an autism programme.
2013-2014: Autisme France is widely involved so that changes can finally start to be implemented
- National recognition of our work and expertise, asserted presence in all bodies and working groups
- Construction of a national quality reference framework based largely on our quality grids, which will become the basis for the new ‘Handéo’ autism certification
- Demand for inclusion in the mainstream environment
- Compliance with good practice recommendations in autism
- Respect for people's rights with the opening of the legal protection service in 2014 (heavy litigation with the Departmental Centres for Disabled Persons (MDPH), non-existence of adapted services, abusive reports to the Children’s Social Aid)

2016: Autisme France participates in the Steering Group on Good Practice Recommendations for Adults
It has since been involved in the working groups of the Autism Strategy 2018-2022.

The principles of our charter and articles of association remain the fundamental reference points:
- Right to early diagnosis and intervention
- Right to lifelong support through appropriate facilities
- Priority for inclusion in mainstream environment
- Overhaul of initial and continuing training
- Reallocation of public money from psychiatric care to needed services
- Reparation for the harm caused to autistic people and their families by mistreatment and lack of appropriate education.

Non-Compliance with the Convention on the Rights of Disabled Persons

Autisme France has already made an alternative report to the UN Committee on the Rights of the Child in 2015 and 2020 and had highlighted a number of violations of these rights.

Autisme France has enumerated the violation of rights for autistic people in a document online on the association’s website:


This document reviews the implementation of the 2005 law in 2020. It has been sent to the European Commissioner for Human Rights and the Human Rights Defender.

The 2005 law, despite its revolutionary intentions, still does little for autistic people. Autistic people are in fact the most disadvantaged members of the disabled community: no census, no or very little correct diagnosis, no definition of the specific difficulties of the disability and of the forms of support required, no application, no assessment of the needs for compensation adapted to their disability, difficult schooling, little effort to ensure accessibility to services, since the Departmental Centres for Disabled Persons (MDPH) only think about accessibility in terms of motor or sensory disabilities. There is still a lot to do.

Articles 1 to 4

Comment from Autisme France: Self-determination for autistic people is almost non-existent; places for adults are not necessarily adapted to their preferences and choices, as collective living is imposed; people who wish to live independently in supported housing do not get any solution.

Comment from Autisme France: the Departmental Houses for Disabled Persons (MDPH) are overall a disgrace for autism: delays in processing files of several months, responses that have no relation to the
needs, no follow-up of the orientations sometimes imposed on families in unsuitable services, frequent obligation to go to court to assert rights that are regularly flouted, inclusive schooling does not seem to exist there; the MDPH take the liberty of requesting documents, including IQ tests, from families, documents that are financially borne by the MDPH; autistic adults are particularly mistreated.

Comment from Autisme France: Disability assessments are not in line with the International Functional Classification (ICF) for children and for autism. The French law, in the Code of Social Action and Families, Appendix 2-5, which regulates the allocation of the disability compensation benefit (PCH) is very restrictive for autism. Indeed, disabilities are assessed mainly on basic living needs, and not on self-help. Support for social life and educational assistance are rationed, and compensation excludes, for example, the social aspects of “moving around”, and the use of public transport is not taken into account. Support for social life is rationed to an average of 1 hour per day, which means that the person who needs to be accompanied to move around must limit his or her journeys. The documents produced by the National Solidarity Fund for Autonomy (CNSA) are not always used by the MDPHs, who often misinterpret the Appendix 2-5. The tools needed for assessment are outdated, unsuitable for autism, and have never been reviewed despite repeated requests.

Comment from Autisme France on the autism strategy: the platforms are a progress but still insufficient because they are not dedicated to autism, the maximum duration of these platforms is limited to one or two years for each child, and the maximum number of hours of intervention is insufficient, 30 hours per year, whereas the High Authority of Health estimates the need for early intervention at 20 hours per week for autism; Finally, these platforms are still not able to say how many children they have diagnosed with autism, in violation of the recommendation of the High Authority on Health on early diagnosis, which explains that the diagnosis is reliable from 18 months. The choice was made to bury autism in the broad category of neuro-developmental disorders, ignoring the international classifications, which make this concept a label, rather than a diagnosis. There are no reliable statistics on the number of children passed through the platforms, the diagnoses made and the interventions implemented. Many of these platforms, which only exist in a small half of the departments, have been entrusted by the Regional Health Agencies (ARS) to managers who are notoriously incompetent and influenced by psychoanalysis.

Comment from Autisme France: as for the identification of undiagnosed adults in institutions, this is only an identification, and it has barely begun. Diagnosis requires the mobilisation of professionals who are currently in short supply. For example, in the Paris region there is only one expert centre for the diagnosis of adults, whereas there are eight for children. Yet the majority of adults remain undiagnosed, even though adults account for two-thirds of autistic people. For adults not living in institutions, there are no steps to facilitate their access to a diagnosis. Some autistic adults remain undiagnosed or are misdiagnosed in childhood or adolescence. They are discouraged when expert centres announce waiting times of 2 years for a diagnostic assessment. There is still the possibility of using independent professionals who are not reimbursed for the check-ups, but this is very expensive.

Comment from Autisme France on the 360 platforms: the “360” platforms do not create resources to support people but direct them to existing services, and it is wrong to say that everyone gets a solution. Our association still receives calls for help from families who have an autistic teenager or adult without a solution. There are tens of thousands of disabled persons without a suitable solution, and many are autistic. There was not a single cent given in the Autism Strategy 2018-2022 to open living spaces for adults. There are still unused funds from the Autism Plan 3 (2013-2017) because it is impossible to change the law so that the funding can be used only by the regional health agencies.

Comment from Autisme France on the representation of people: Many of the associations of the National Consultative Council of Disabled Persons (CNCPH) that are said to represent disabled persons are not user associations; some are local, are not associations, do not represent disabled persons at all, or are groups of legal persons (sometimes managers). The final choice of associations was made without any transparency. The participation of disabled persons in the National Solidarity Fund for Autonomy (CNSA), in the Inclusive School Committee, in the Good Treatment Committee is very much in the minority, in the Commissions for the Rights and Autonomy of Disabled Persons of the Departmental Centres for Disabled Persons, where the big managing associations send employees.
The High Authority for Health has excluded all user associations from its bodies and has built its recommendations on disability without the people concerned and their families. Ministries are not trained in autism, nor are Regional Health Agencies or central administrations.

**Equality and Non-Discrimination (art. 5)**

**Comment from Autisme France:** it is still very difficult to get teachers to adapt their teaching methods and space for autistic children; it is just as difficult for adults to obtain adaptations at work.

**Comment from Autisme France:** exams and competitive examinations are badly designed, in particular for autistic people; the obligation of the "grand oral" test in the baccalaureate is discriminatory towards them.

**Comment from Autisme France:** autistic people are unable to claim discrimination, whether it be in schooling, access to sports and leisure, or access to work. The Human Rights Defender receives many complaints but is not a court; long waits, many cases are not answered.

**Disabled Women (art.6)**

**Comment from Autisme France:** because of their social naivety, many autistic women can be easy sexual prey; there is a serious lack of information available to them.

**Disabled Children (art. 7)**

**Comment from Autisme France:** the prevention and protection strategy for children mentions disabled children and parents only marginally and does not ensure their protection against abusive placements, especially if they are autistic. No association of disabled persons is in the monitoring committee, which does not keep us informed and has only met once in June 2020.

In 2016, Autisme France produced a report entitled Child Welfare Services and Autism, which was sent to the Human Rights Defender: the public version of the report had to eliminate the testimonies of families, who were terrified that their words, even anonymised, would lead to retaliation by social services.


https://adikia.fr/2019/04/autisme-les-pratiques-inavouables-de-laide-sociale-lenfance/

A parliamentary mission is underway:
http://www.assemblee-nationale.fr/dyn/15/comptes-rendus/maidenf/l15maidenf1819024_compte-rendu

The emblematic case of Rachel, a mother deprived of her children for 4 years for the sole reason that she dared to ask for a diagnosis of autism for her second child, has a Wikipedia page and was the subject of a film presented by the Public Sénat channel.

A French shame that still continues.
https://fr.wikipedia.org/wiki/Affaire_Rachel
https://www.publicsenat.fr/emission/documentaires/rachel-l-autisme-a-l-epreuve-de-la-justice-139103

**Regarding disabled minor refugees,** we have no information on this subject; our association had to intervene so that couples with autistic children were not deported, even though no care existed in their country of origin; these families were fighting to have an autism diagnosis and were not given priority.
If they are unaccompanied disabled minors, France is unable to produce any statistics. We have no information on this; the child welfare services are unable to produce statistics on the number of disabled children in their services.

**Comment from Autisme France:** contrary to what France claims, there are no new support solutions; the waiting list for a special education and home care service (SESSAD) or a medico-educational institute (IME) is 3 to 5 years; for an adult home, at least ten years; mobile teams not trained in the specificity of certain disabilities are not an answer; associations representing disabled persons have not been consulted on the nature and purpose of these teams.

**Comment from Autisme France:** many institutions are closed places where families are not allowed to enter; a structure with 116 places has opened in Les Mureaux, in the Seine et Marne department, (autism + mental disability) in the middle of nowhere.

The inventory of autism carried out by the Regional Health Agencies in 2014 showed that 60% of the diagnoses made were still that of infantile psychosis, a diagnosis that does not comply with the ICD 10 and is inspired by a psychoanalytical reading of autism.

http://www.ars.aquitaine.sante.fr/fileadmin/AQUITAINE/telecharger/01_votre_ars/111_Lettre_info_ext_Aquitaine/Lettre_externe_2014_03/01_Dossier/Plan_Regional_Autisme_2013_2017_Etatdeslieux.pdf


There was little improvement in this situation in 2020. Diagnosis is still difficult and time-consuming. A very large number of children are still in psychiatric hospitals, without diagnosis or educational interventions. As a recent user satisfaction survey points out, the average age of diagnosis is 7 years, while the diagnosis of autism is low from 18 months. https://www.ipsos.com/sites/default/files/ct/news/documents/2020-06/etude_ipsos_tnd_2020_def.pdf

No psychiatrists' union supported the Autism Plan 3 (2012-2017) which put the High Authority for Health's good practice recommendations at the heart of its measures, no health union supported the good practice recommendations of March 2012 and the Autism Plan 3 which implemented them. The hospital-based, psychoanalytical, health-centred view of autism persists, to the detriment of educational interventions, which have been internationally validated.

The new autism strategy, 2018-2022, has also given rise to positions taken by the French Federation of Psychiatry. When the Secretary of State dared to say that autism was not the property of psychiatry, she was criticised:


The French Federation of Psychiatry defends the archaic vision of the medico-psycho-educational centres, which are exclusively psychoanalytical, and violently attacks the Regional Health Agency of the New Aquitaine region, which has asked them to update their knowledge and skills. Refusal to diagnose is serious in that it prevents children from accessing early educational interventions that would limit the over-disabilities associated with autism. It leads to a loss of opportunity for children. This lack of diagnosis was highlighted in the Report of the European Commissioner for Human Rights.

237. The Commissioner observes that there is a long-standing and marked opposition in France between the essentially psychoanalytical approach to autistic syndromes and PDDs adopted by some psychiatrists and the aspirations of family associations to have access to the educational, behavioural and developmental methods.
259. The situation of autistic and PDD persons requires special attention and sustained efforts from France. The Commissioner notes the existence of insufficient screening for autistic syndromes and PDDs, as well as the lack of appropriate support for people with autism, which results in the psychiatric institutionalisation of these people without support. There is a need for the authorities to invest more in appropriate support and schooling for autistic children in mainstream settings.

**It is still difficult in France to get the specific nature of autism recognised.**

All statistical documents, including those of the French Ministry of Education, use an old classification: autism spectrum disorders must be found in intellectual disabilities or psychological disabilities. Even the 2005 law (Law n° 2005-102 of 11 February 2005 for equal rights and opportunities, participation and citizenship of disabled persons) does not take into account autism spectrum disorders and more broadly neurodevelopmental disorders.

**Solutions:**

- the creation of early diagnosis and intervention services in each department;
- the obligation for the medical profession to diagnose in accordance with DSM5, pending ICD 11, to inform parents, clearly and in writing, of their child’s diagnosis and to complete explicit written documentation to specify the nature of the necessary, recommended interventions, in accordance with the good practice recommendations of March 2012;
- the obligation to respect the diagnostic recommendations of the High Authority of Health of January 2018
- the sanctioning of doctors who violate the public health code and refuse to diagnose
- the organisation of a national awareness campaign and the development of the necessary information tools: the only existing screening brochure is the work of our association: [http://www.autisme-france.fr/offres/file_inline_src/577/577_P_21141_2.pdf](http://www.autisme-france.fr/offres/file_inline_src/577/577_P_21141_2.pdf)

**Raising Awareness (art. 8)**

**Comment from Autisme France:** the representation of autism in the media is scandalous; only verbal children and adults with a good intellectual level are sometimes invited to programmes; in fiction, only characters at the very top of the autism spectrum are presented, with a collection of clichés; family associations are never consulted to talk about autism in a fair way.

See the comments of the National Consultative Commission on Human Rights on this subject, page 53 [https://www.cncdh.fr/sites/default/files/rapport_preliminaire_handicap_juillet_2021_-_format_a5_1.pdf?fbclid=IwAR2fWn5jJn5xYWk_BtOqSc6Vss-bpDxJ_5eCI6Ml8c2AzIXUF_Hw](https://www.cncdh.fr/sites/default/files/rapport_preliminaire_handicap_juillet_2021_-_format_a5_1.pdf?fbclid=IwAR2fWn5jJn5xYWk_BtOqSc6Vss-bpDxJ_5eCI6Ml8c2AzIXUF_Hw)

“Regarding invisible disabilities, and in particular those linked to mental, psychic or neurodevelopmental disorders, it is above all the figure of the hero and the notion of surpassing oneself that are highlighted, particularly in American series, whose audience is much higher than in French productions, where we see a predominance of heroes with Asperger’s disorder (The Good Doctor, Big Bang Theory, Touch, etc.). This representation, although positive in terms of modifying the representations of so-called ‘able-bodied’ people, is in fact counter-productive since it calls on disabled people to draw inspiration from these fictional characters to ‘overcome’ their disability by showing courage. We remain in a model that denies or ignores the environmental factors that create situations of disability. Furthermore, the media tend to talk about ‘autists’ rather than ‘autistic persons’ and contribute to a dichotomous and stereotypical image of autistic persons presented either as geniuses or as dangers to themselves or others. A worrying consequence of this is that more than a third of French people believe that...
it is justified to restrict access to certain rights because of certain disabilities. They are divided on the ability of the mentally, psychologically or neuro-developmentally-disabled persons to exercise their civil rights.”

Comment from Autisme France: the national disability awareness campaign planned for 2021 totally ignores autism, accumulates clichés; there is still no national autism awareness campaign.

The Secretariat of State and the Ministry of Justice have dared to entrust the training of magistrates to an unrepresentative association which has not consulted any association of disabled persons and gives erroneous information on autism.

Comment from Autisme France: Duoday is communication that has done nothing to change the employment discrimination faced by many disabled persons, particularly autistic persons.

Comment by Autisme France on the IPSOS survey on neurodevelopmental disorders: this survey shows the dysfunctions: late diagnosis, insufficient or absent interventions, adults abandoned, but no lessons have been learned, no correction of the objectives; worse, the autism delegation has transformed the responses to the survey into official statistics.

Accessibility (art. 9)

Comment from Autisme France: few regions have tried to design adaptations for autistic persons in railway stations. In France, accessibility is limited to wheelchair accessibility; cognitive and neurodevelopmental disorders are massively forgotten.

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Comment from Autisme France: the telephone hotline open to parents for schooling does not solve the schooling problems: absence of accompanying persons in class, absence of services, absence of classes dedicated to autistic children.

Risk Situations and Humanitarian Emergencies (art. 11)

Comment from Autisme France: the COVID crisis has worsened the situation of autistic people, deprived of schools, services, support workers, family support. We had to ask for extended exit rights for autistic people and set up the garden loan programme so that the children could get some fresh air. It was an association, “Grandir Ensemble”, which had to look for funds to offer some respite to the families.

Comment from Autisme France: the Covid crisis has not improved the situation for children and adults: this is really ridiculous; to get a place in an establishment or service for children, there is a 3 or 4 year waiting list, at least 10 for an establishment for adults, the health crisis has not changed anything. The accessible support number does not offer any solution.

Equal Recognition of Legal Personality (art. 21)

Comment from Autisme France: disabled persons are still treated as second-class citizens; the Banque Postale forbids adults under guardianship to have a contactless bank card; if the guardianship is exercised by a dedicated association, the latter has full power to forbid a diagnosis, the link with the family, etc.

Comment from Autisme France: guardianship judges have no means to carry out their tasks.

Comment from Autisme France: the discourse on self-representation and self-determination is empty communication; it has served a few self-advocates, even undiagnosed ones, to sometimes lash out at families and aim to demolish necessary educational interventions; a self-advocate only represents himself,
he has no legitimacy to speak on behalf of others; family associations have been marginalised for the last 4 years even though they are representative; self-determination has nothing to do with self-representation. The self-determination of autistic people is largely threatened by the discrimination they face in their daily lives.

**Comment from Autisme France:** people cannot always speak for themselves; the accompanied response for all was aimed first at the most vulnerable people, often severely autistic; they still have no solution. Peer support is the trendy topic to cover up the fact that nothing is being done; autistic people with severe disorders are not covered by peer support.

**Comment from Autisme France:** it is such a pity that the notion of disability is not present in databases on the legal protection of adults; France has no decent statistics on disability.

**Access to Justice (art. 13)**

**Comment from Autisme France:** magistrates in charge of children, family affairs, guardianship and protection of adults or directors of registry services taking over the management of reception services are not trained to deal with autism, nor with disability. The National School of Magistrates (Ecole Nationale de la Magistrature) and the police force are not trained to deal with autism. The alleged educational kit under the aegis of the Human Rights Defender is a load of rubbish about disability, including autism. Needless to say, that the representative associations were not consulted.

**Individual Liberty and Security (art. 14)**

**Comment from Autisme France:** isolation and restraint can always be implemented, even if they are in theory controlled by the judge; the medical-social specifications for specific units for autistic persons with severe disorders mention restraint and autistic persons can be isolated in special rooms with a window, also in the medical-social field.

**Comment from Autisme France:** whether, in psychiatric hospitals and medical-social institutions, an isolation measure can be based on disability.

**Comment from Autisme France:** associations representing autistic people are excluded from the roadmap for mental health and psychiatry, while it is impossible to obtain the de-psychiatrisation of autism.

**Comment from Autisme France:** we are not aware of any plan to reduce the use of isolation and restraint, or of care without consent; the former psychiatry committee had opened an autism annex on this subject; both have been dissolved so many autistic people remain in long-term psychiatric hospitals.

**Comment from Autisme France:** disabled people in prison suffer from undignified conditions; autistic people are there without being able to understand the meaning of prison. We are not aware of a 2019-2022 roadmap for the identification of situations of disability, fragility or loss of autonomy of persons in detention and access to aids for daily living in detention.

**Right not to be tortured or suffer cruel, inhuman or degrading treatment or punishment (art. 15)**

**Comment from Autisme France:** restraint is still occurring for autistic persons. We are told that the departmental commission for psychiatric care is informed of all decisions to admit people to psychiatric care and their renewals and of decisions to terminate them. It examines the situation of persons admitted to psychiatric care without consent and receives their complaints: we don't know about it; autistic people often can't defend themselves.

**Comment from Autisme France:** to say that packing is not one of the interventions recommended by the High Authority on Health is a joke, packing continues in some day hospitals and medico-social establishments, with public money; the coordinator of the autism resource centre in Lille did her thesis on packing.
Comment from Autisme France: we are not aware of any training for health professionals in autism: Autisme France has made a list of 20 pages of autism training in 2019 and 2020 that do not comply with the scientific state of knowledge, many of which are eligible for the national agency for continuous professional development of health professionals. http://www.autisme-france.fr/offres/doc_inline_src/577/2020.02-Formations_autisme_non_conformes.pdf

Comment from Autisme France: we are not aware of actions to improve access to somatic care for autistic people: where are these actions? No national mapping of specialised care facilities that accept people with severe disorders. Adolescents from the age of 16 onwards are considered adults in psychiatry where they can be over-medicated and mistreated (tied up and locked up). This point was emphasised by the European Commissioner for Human Rights, and has remained unchanged: 234. Despite the many challenges to their validity and their infringement of individual freedoms, these involuntary hospitalisations remain numerous and concerned more than 80,000 people in 2011. A 2012 study by the EU Fundamental Rights Agency also reported evidence that the views of patients affected by such involuntary placements and treatments were rarely sought and insufficiently taken into account in France. The Commissioner considers that the opinion of the person to be placed in a closed institution should always be sought and that placement in such an institution without the consent of the person concerned should be regarded as a deprivation of liberty with the safeguards set out in Article 5 of the European Convention on Human Rights142.

Right not to be exploited, abused and mistreated (art. 16)

Comment from Autisme France: abuse in medical-social establishments is often passed over in silence, including rape: a complaint for rape in an establishment was initially closed without any proceedings; professionals who abused an autistic teenager in a medical-social institute were released, because for them it was a game: https://informations.handicap.fr/a-xavier-autiste-vacuum-challenge-poubelle-enferme-12978.php

There has been some work on defining abuse by the Good Treatment Committee, but this definition has not been given any legislative backing and is therefore not enforceable.

Comment from Autisme France: we are not aware of a guidance note for a global action to support good treatment in independent living, at home or in institutions, proposing concrete avenues that will serve as a basis for developing a national strategy and an action plan; there has been nothing

Comment from Autisme France: no creation of facilities for adults and establishments for children; the ARS ask managers to transform establishments into services without providing for the support of children who return to school without ever having attended school

Comment from Autisme France: we are not aware of the construction by the HAS of a “user pathway” with quality indicators in the field of psychiatry and mental health, planned for 2021; the coordinator defends psychoanalysis; Quote: “These perinatal psychological disorders include in particular depressive disorders, anxiety disorders, severe psychological disorders (bipolarity, schizophrenia, serious personality disorders, etc.), addictions and misuse of alcohol and other psychoactive substances and early relationship disorders (parents-baby).” No recognition of neurodevelopmental disorders. France maintains its obscurantist approach.

Independence of Life and Inclusion in Society (art. 19)

Comment from Autisme France: abusive placements continue for autistic and ADHD children because their disorders are seen as pathologies related to the mother-child relationship; we have not seen any improvement on this issue.
It is wrong to say that the National Strategy for the Prevention and Protection of Children foresees the creation of common tools between child protection and disability actors, to avoid unjustified placements: nothing exists.

Comment from Autisme France: The role of the medico-social sector for children was the subject of an instruction without any construction with the family associations; the medico-social sector is incapable of responding to the needs either quantitatively or qualitatively, but there is no effort to help families finance the liberal professionals they need (psychologists, educators, occupational therapists) and who are not financed by the Social Security; There is no increase in the skills of medical and social workers, as their training in autism is not provided for, and the recommendations of good practice are not respected, as France still refuses to make them enforceable. So, you can do anything in autism with public money.

For autistic adults, support services for employment and housing are scarce and almost unfunded.

Speaking of freedom of choice when the offer does not correspond to the needs, neither quantitatively nor qualitatively, is just making fun of the situation. Society remains non-inclusive for autistic children and adults.

Comment from Autisme France: disability statistics not up to date, absence of neurodevelopmental disorders because of the archaic and inoperative entries for intellectual disability and psychological disorders, while the General Directorate for Social Cohesion (DGCS) and the National Solidarity Fund for Autonomy (CNSA) refuse to change these nomenclatures

Comment from Autisme France: a scandalous lie about a specific diagnostic and census work in autism; no epidemiological study in France.

Comment from Autisme France: no quality assessment of the support of the 506,949 disabled persons in the medico-social sector; public money given to private managers without control of public money; autistic people mostly without diagnosis, without recommended interventions.

Regarding the 52,384 support solutions by community-based mainstream services for adults and the 53,849 support solutions for children: no mapping for autism, no quality assessment.

Comment from Autisme France: The Disability Compensation Allowance (PCH) is not accessible with cognitive, neurodevelopmental, or psychiatric disorders because the eligibility criteria are limited to motor and sensory disorders. This discrimination, which has been criticised in reports and even by the President of the Republic, has not been corrected by the Secretary of State for Disabled Persons, who refuses to do so for financial reasons. These people are therefore not eligible for parenthood benefit.

Comment from Autisme France: PCH is not accessible to autistic persons who have a minimum of autonomy but need support in daily life because the eligibility criteria are discriminatory.

Comment from Autisme France: comprehensive support plans are not the answer, but rather an ill-adapted piece of junk.

Comment from Autisme France: In December 2018, 7,892 French people were in Walloon services (6,457 adults and 1,435 young people). We have no information on the flow of returns; no statistics, especially for types of disability.

Comment from Autisme France: France used to fund 350 new places each year in Belgium; it refuses to do so but without opening the 350 places on French territory; this is a disaster.

Respect of Home and Family (art. 23)

Comment from Autisme France: the PCH for parenthood is not accessible to autistic persons who are not eligible for the PCH for human assistance, in a discriminatory manner.

Alternative report of the “Autisme France” association

August 2021
It is wrong to say that the National Strategy for the Prevention and Protection of Children sets the objective of strengthening existing collaboration and co-financing between the various institutions (departments, Family Allowance Fund (CAF), ARS) to enable appropriate responses: **nothing exists.**

**Comment from Autisme France: nothing to support autistic parents. In closed institutions, adults can only see their families 28 days a year.**

**Education (art. 24)**

**Comment from Autisme France: as all studies show, many autistic children have very little schooling and in medical-social institutions, schooling is rare. Very few autistic children reach high school, and even fewer go on to higher education**

**Comment from Autisme France: 91% of disabled pupils are enrolled in full-time education (with or without support for disabled pupils), 87% in primary education and 96% in secondary education. Part-time schooling is most often observed for pupils at the beginning of kindergarten (85% full-time): these statistics do not concern autism: children with little or no schooling.**

**See comment from the National Consultative Commission on Human Rights, page 52:**
https://www.cncdh.fr/sites/default/files/rapport_preliminaire_handicap_juillet_2021_-_format_a5_1.pdf?fbclid=IwAR2fWn5IjUsniKe3xYWk_BtOgSc6Vss-bpDxj_5eCl6Ml8c2AziXUf_Hw

**Page 52:** “The progress in the schooling of disabled children must therefore be weighed against the lack of studies specifically concerning neurodevelopmental and psychological disorders. So far, France has not produced an epidemiological study to count autistic people for example. Our country is forced to rely on the international prevalence rate estimated between 1 and 2% to assume the presence of approximately 700,000 French autistic people. This has immediate consequences in terms of school care for the alleged children.

100.00 The Ministry of Education is technically not in a position to estimate the actual need for trained teachers and to include children in mainstream settings.

In a recent opinion on access to education in primary and secondary education, The National Consultative Commission on Human Rights (CNCDH) has already warned of the urgent need to guarantee equal opportunities and the right to education for all.

The vast majority of French people recognise the need to support disabled children and see them as an opportunity for other pupils; however, only 1 in 3 of our panel believes that they are well integrated into the school system. The very low level of inclusion of children with mental or neurodevelopmental disorders in the mainstream environment not only makes these forms of disability invisible, but also prevents the people concerned from fully exercising their rights. This dual organisation of the education system also produces unfounded fears likely to generate prejudice and mechanisms of rejection and discrimination, or even segregation.

The challenge is therefore not only to obtain data characterising the different types of disability. Information is also needed on environmental barriers to inclusion or, on the contrary, on good practices to be disseminated. A second issue is the provision of the human and financial resources needed to evaluate in the long term the effectiveness or otherwise of the measures taken on the evolution of prejudice and stereotypes in our society.”

Due to the lack of a census of the disabled population, the number of disabled children excluded from the education system is not fully known. At the end of 2014, 15% of school-age children attending a medico-social institution (11,000) were receiving educational care without access to school learning (particularly multi-disabled or profoundly disabled children). Updated data for 2018 are not yet available. Finally, the
support systems for disabled people “without solutions” have made it possible to identify 1,500 young people under the age of 20 for whom a comprehensive support plan was put in place in 2017 and 2018.

Comment from Autisme France: scandalous lack of statistics.

Comment from Autisme France: the MDPH information system is late and still does not provide statistics by type of disability
Comment from Autisme France: There is a shortage of support staff for disabled students (AESH), their replacement is not guaranteed, individual AESHs are endangered and are being replaced by collective AESHs with no time quota.

At the start of the 2019 school year, there are:
- 39,000 autistic pupils (declared), i.e. 11% of disabled pupils in mainstream schools;
- 24 nursery and 20 elementary school teaching units newly created within the school walls.

Comment from Autisme France: it's an effort, but highly insufficient compared to the needs

A specification for “multi-disability” teaching units was signed in September 2020 to enable 100% of children and young people in specialised establishments to have access to school learning, taking into account their needs.

Comment from Autisme France: we have forgotten that some children, who are said to be polydisabled, which is not a diagnosis, are in fact autistic, without a diagnosis, and therefore have not been taken into account.

The poor schooling of autistic children is constantly denounced by families and is regularly the subject of articles in the newspapers:


As shown in the document below:

Autistic children are not even listed by the National Education services: are they in the intellectual and cognitive disability category, and on what basis, when 70% of autistic children are not intellectually disabled? In mental disability and on what basis, whereas autism is not a mental illness?

It is recognised that schooling can be very partial for disabled children, and this is especially true for autistic children: http://cache.media.education.gouv.fr/file/8/99/5/ensel2766_annexe1_projet-personnalise-scolarisation_391995.pdf

The national digital platform “Cap école inclusive” (i.e. Head for an inclusive school), intended for teachers, offers the necessary information and teaching tools adapted to the schooling of disabled pupils (10,000 active users at the start of the 2019 school year): little content for autism.

The AESHs benefit from an initial training of 60 hours and then from a continuous training offer.

Comment from Autisme France: autism is largely ignored and training is often done by family associations, at their own expense.
Education is also the right to access interventions recommended by the High Authority on Health:

The vast majority of day hospitals, medico-pedagogical centres, medico-psycho-educational centres and early medico-social action centres are incompetent in the field of autism, ignore scientific knowledge on autism and reject the recommendations of the High Authority on Health (coordinated educational, pedagogical and therapeutic interventions, without psychoanalysis).

In medical-educational institutes, the follow-up of children and adolescents is not systematically based on functional assessments of their needs and competences, therefore the objectives are general and not based on the specificities of the child’s disability.

The administrative approvals of establishments were modified in 2017 to include autism, but this overhaul does not make it possible to verify the quality of the interventions carried out there. Thus, establishments and services are given "approval" for autism, even though there are no national standards specifying the quality required in these establishments. It is an association that has developed an autism certification to verify quality, but its use is still marginal.

Individualised projects, although described in detail in the March 2012 autism recommendations, are rarely implemented or evaluated, and most establishments are unaware of the quality approach to autism and supervision practices. The necessary professionals: speech therapist, psychomotor therapist, occupational therapist, psychologist, are either missing or present for ridiculously short periods.

Calls for projects to create dedicated autism facilities always raise our concern:
Projects are still largely given to associations that are totally incompetent in autism, when they do not promote psychoanalysis.

In the absence of an acceptable quantity and quality of interventions, families are often forced to pay for private professionals themselves, which they rarely manage to get reimbursed. With the exception of speech therapists, who are not very accessible because of a narrow numerus clausus that has never been questioned, the professionals that families need are never covered by Social Security, apart from hospital or medical-social services.
Psychologists, occupational therapists and educators, who are particularly necessary for autistic children, are not reimbursed by Social Security.

These shortcomings were pointed out by the European Commissioner in his February 2015 report:

236. The Commissioner notes that, despite three "autism plans" providing for support measures and the means to implement them145, associations as well as national and international bodies have regularly expressed concern about the lack of appropriate support for autistic people.

250. The Commissioner notes that in its 2008 and 2012 conclusions, the European Committee of Social Rights subsequently found that the situation in France was still not in conformity with the Charter, as equal access to education or vocational training was not effectively guaranteed for people with autism. The Commissioner notes that schooling outside the ordinary environment has not found favour with the European Committee of Social Rights either, which found violations of Article 15§1 of the Charter in its 2013 decision European Action for the Disabled Persons v. France of 2013 due to: the insufficient priority given to mainstream institutions for the schooling of autistic children and adolescents; the lack of adequate measures concerning the vocational training of young autistic people within the framework of mainstream law or specialised institutions; the lack of a predominantly educational character within the specialised institutions caring for autistic children and adolescents.
263. Finally, with regard to autistic and PDD children, the Commissioner urges the authorities to allow them to be supported using methods that make extensive use of educational, behavioural and developmental methods and to encourage the schooling of autistic children in a mainstream environment.

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263. Finally, with regard to autistic and PDD children, the Commissioner urges the authorities to allow them to be supported using methods that make extensive use of educational, behavioural and developmental methods and to encourage the schooling of autistic children in a mainstream environment.
Solutions:

- the obligation for professionals diagnosing the child and the services of the Departmental Centres for Disabled Persons to inform the parents of the social benefits to which they are entitled and to help them obtain them;
- the creation of the profession of autism worker;
- organising genuine public service delegations for medical and social establishments to control the use of public money
- monitoring psychiatric services where there is still no nomenclature of acts performed; prohibit inhuman and degrading treatment.
- funding independent professionals needed by families for recommended autism interventions.

Work and Employment (art. 27)

Almost 3,000 people are in supported employment. Half of them are now in permanent employment.

Comment from Autisme France: no statistics on autism

In 2019, a disability adviser is responsible for guiding, informing and supporting people with disabilities in the administration and any company with more than 250 employees.

Comment from Autisme France: little training on autism

We have received reports of discrimination in access to the civil service: Ministry of the Interior, Ministry of the Army, because autism is perceived as a psychiatric disorder.

Proper Standard of Living and Welfare (art. 28)

30% of severely mentally impaired people live below the poverty line compared to only 10% of hearing impaired people.

Comment from Autisme France: the term “mental retardation” is unacceptable. No statistics on autism.

Five benefits are granted lifelong to a disabled person whose disability is not likely to change favourably: the Disabled Adult Allowance (AAH), the inclusion mobility card, the education allowance for disabled children up to the age of 20, the recognition of the status of disabled worker and the Disability Compensation Benefit (PCH). The age threshold of 75 years for applying for PCH has been abolished.

Comment from Autisme France: you must be at least 80% disabled to be eligible, which is not often given to autistic people, in a discriminatory way.

Specific obligations (Art. 31 to 33)

Statistics and Data Collection (art. 31)

Comment from Autisme France: no statistics on disability

International Cooperation (art. 32)

Regarding autism, France refuses to implement the 2007 European directive on autism and the European recommendations for good practice in autism.

It has been condemned 7 times by the Council of Europe since 2003 for discrimination against autistic people and does not care at all.
Extracts from the condemnations of France by the Council of Europe

**November 2007**

*Follow-up of the complaint Autisme-Europe v. France (complaint no. 13/2002, decision on the merits of 4 November 2003)*

**Conclusion**
The Committee concludes that the situation in France does not comply with Article 15§1 on the grounds that equal access to education (ordinary and special) for autistic persons is not effectively guaranteed.

**November 2008**

**Conclusion**
The Committee concludes that the situation in France does not comply with Article 15§1 of the Revised Charter on the grounds that it has not been established that autistic persons are effectively guaranteed equal access to (ordinary and special) education.

**March 2013**
The report also states that many of the actions initiated have not yet been completed and that the results achieved through this plan are being evaluated. While acknowledging the new measures and taking into account that their effects are yet to be determined, the Committee notes that the report does not specify the impact of the previous “autism plan” or the changes in practice that have resulted from the adoption of the new WHO definition of autism. It also draws attention to the fact that it is currently seized of a new complaint (No. 81/2012, European Action for the Disabled (AEH) v. France), registered in April 2012, which concerns problems of access to education for autistic children and adolescents and access to vocational training for young adults with autism. In the absence of sufficient information on the reality of equal access of persons with autism to mainstream education and special education, the Committee considers that the report does not provide sufficient new information to reverse its previous conclusion on this matter.

**Conclusion**
The Committee concludes that the situation in France does not comply with Article 15§1 of the Charter on the grounds that it has not been established that equal access to education (ordinary and special) is effectively guaranteed for autistic persons.

**5th conviction November 2013 after a new complaint to the Council of Europe**


In view of the report containing the decision on the merits of the complaint forwarded to it by the European Committee of Social Rights, in which it concluded:

- unanimously, that there is a violation of Article 15§1 of the Charter with regard to the right of autistic children and adolescents to priority schooling in mainstream institutions.

This discrimination against autistic children was also mentioned in the report of the European Commissioner for Human Rights.

235. The Commissioner considers that the particular situation of autistic and PDD (Pervasive Developmental Disorder) persons requires special attention. The European Committee of Social Rights found France in violation of Articles 15 (right of disabled persons to independence, social integration and participation in the life of the community), 17 (right of children and young persons to social, legal and economic protection) and E (non-discrimination) of the European Social Charter in two major cases in 2004 and in 2013 including autistic children and adolescents. In the second case the Committee deplored the lack of “appropriate measures to ensure the predominance of an educational character in the work and working methods carried out and deployed within institutions caring for autistic children and adolescents” (§ 119). According to the NGOs with which the Commissioner spoke, the support methods used in many institutions are an obstacle to de-institutionalisation and the right to inclusion.
Indeed, this led the European Committee of Social Rights to state in 2014 in the case *European Action for Disabled Persons (AEH) v. France*, that “the French State contributes financially to the relocation to Belgium of autistic children and adolescents of French nationality for accommodation and schooling in specialised establishments operating according to appropriate educational standards, instead of financing the establishment within the framework of specialised institutions complying with those standards and operating on French territory”. *ECSR, European Action for Disabled Persons (AEH) v. France* (No. 81/2012), 5 February 2014, §§99 and 135.

249. From the information received by the Commissioner during his visit, it appears that autistic children - despite the fact that the authorities advocate their inclusion in mainstream schools - are particularly affected by non-enrolment in mainstream schools. This issue has been referred to the European Committee of Social Rights on several occasions. In 2004, in the case of *Autisme-Europe v. France*, it stated that guaranteeing the right to education for children and other disabled persons is a condition for “autonomy, social integration and participation in the life of the community” as referred to in Article 15 of the Social Charter. The Committee concluded that France had violated the Charter because, among other things, “the proportion of autistic children enrolled in mainstream or specialised schools remains extremely low and significantly lower than the proportion of other children, whether disabled or not.”

262. The Commissioner encourages the French authorities to continue their efforts to provide schooling for all children and young disabled people, particularly autistic children. It welcomes the creation of the status of Support Worker for Disabled Pupils (AESH) and invites the authorities to implement it as soon as possible and to fill sufficient posts to meet the needs of support for the schooling of disabled pupils in the ordinary environment. It also urges the authorities to invest in disability training for teachers.

### Solutions:

- Ending discrimination
- Promoting mainstream schooling by reallocating funds wasted on obsolete and toxic practices in the health sector to the National Education system, so that it can finance the educational support needed by autistic children and adolescents.
- Promoting inclusion in all the child’s activities (leisure, sports, cultural life). Inclusion requires that teachers, facilitators and all those involved in inclusion be trained in autism, and that the national education system recruit educational staff with specific skills and up-to-date knowledge of autism.
- Funding families for schooling assistance that the state services do not provide.

**Article 23.4 of the International Convention on the Rights of the Child:**

“In the spirit of international cooperation, States Parties shall promote the exchange of relevant information in the field of preventive health care and medical, psychological and functional treatment of disabled children, including through the dissemination of and access to information concerning methods of rehabilitation and vocational training services, with a view to enabling States Parties to improve their capabilities and expertise and to broaden their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.”

France is in constant violation of this article: Misinformation on autism disseminated even on the websites of some autism resource centres, misunderstanding and rejection of internationally recommended interventions.
This is what it says on the “Psychiatrie Infirmière” website:
http://psychiatriinfirmiere.free.fr/definition/autisme/autisme-theorie.htm

Wrong definition of autism, claim of psychoanalysis, no educational intervention in accordance with the recommendations of the High Authority on Health.

The referential of the psychiatrist's profession of March 2014 reveals a lot about the lack of scientific approaches. The plurality of theoretical references makes it possible to continue to justify the status quo.

Some psychiatric treatments imposed on autistic children and adolescents with ASD, such as "Packing" (wrapping the child in cold wet sheets until they calm down) and the use of medication in the first instance (chemical straitjacket) constitute cruel, inhuman and degrading treatment within the meaning of Article 37 of the Convention

Some autistic children or adolescents who have significant behavioural problems may be placed in a psychiatric unit, which deprives them of their freedom. The psychoanalytical view of the child and adolescent psychiatric unit can lead to violations of children's rights such as restricting or prohibiting access to parents who are perceived as harmful to the child. Internment often worsens the child's condition, due to a lack of understanding of their needs, and frequently leads to the use of psychotropic drugs.

Furthermore, there is no support and training programme for parents to prevent family burnout and reduce the risk of abuse.

Protest against the barbaric practice of packing (ice-cold straitjacket):
References:
https://books.google.fr/books?id=o52XBgAAQBAJ&pg=PA296&lpg=PA296&dq=Devons-nous+%C3%A9thiquement+r%C3%A9sister+aux+recommandations+de+la+HAS+de+ne+plus+faire+de+packing&sourc e=bl&ots=nmiu_RUCav&sig=k9_b3CvVG1500kt4p8_6fCjXquf&hl=fr&sa=X&ei=8sPpVPu3F4LxUPr8gdAL&ved=0CCMQ6AEwAA#v=onepage&q=Devons-nous%20%C3%A9thiquement%20aux%20recommandations%20de%20la%20HAS%20plus%20f aire%20packing&f=false

The National Union of Psychomotricians is offering courses in 2020 that describe autism as a psychopathological disorder that requires a psychoanalytical approach, and there is, as in 2015, a paddling course.

(- Images of the body/water. Primitive anxieties/water. - Construction of corporal-psychic envelopes and psychogenesis of the skin-self).

In the paddling pool activity, children up to pre-adolescence are observed, mostly naked, by “professionals” who do nothing.
http://www.critiqueslibres.com/i.php/vcrit/20450
http://gallica.bnf.fr/ark:/12148/bpt6k5452436z.image.r=revue+fran%C3%A7aise+de+psychanalyse.f203.p agination.langF

The continuing education offered to doctors for autism is for the most part infused with psychoanalysis and the situation has not changed much since 2015.
Solutions:

- improving initial and ongoing training in autism for paediatricians, child psychiatrists and early childhood professionals;
- creating specific training courses with up-to-date and scientifically validated knowledge of autism in psychology faculties, training institutes for nurses, social workers, psychomotricity institutes etc.
- bringing the Autism Resource Centres up to standard, the majority of which still disseminate pseudo-knowledge about autism;
- organising regular national autism awareness campaigns;
- banning packing and all degrading and unethical practices.
- making a national autism quality standard enforceable and verify its application
- overhauling national regulations on approvals
- requiring all institutions and services to respect the recommendations of good practice in autism
- reviewing all initial and continuing training, refusing to allow non-compliant training to continue to be financed from public funds
- using ASD-specific educational interventions as much as possible to reduce behavioural problems;
- requiring psychiatric staff working with autistic children and adolescents to be trained in and apply scientifically recognised approaches in the field of autism;
- requiring psychiatric staff working with autistic children and adolescents to be trained in and apply scientifically recognised approaches in the field of autism;
- providing families with personalised support and training programmes and respite care facilities.
Conclusion

Autisme France denounces the discrimination and violence suffered by autistic children, adolescents and adults in France. Due to the discrimination they face, the refusal of a majority of doctors to update their knowledge of autism, the disregard of the Public Health Code, the lack of specific services, autistic children and adults are socially isolated.

However, socialisation is a determining factor in the development of the autistic person, one of whose difficulties is precisely the understanding of social relations. Their autonomy receives too little national attention.

On the basis of the articles of the Convention on Children’s Rights, but also of the Convention on the Rights of Disabled Persons (CRPD), ratified by France, Autisme France demands that France respects the rights of autistic children and adults who are subjects of law and not subjects of fantasies for Freudian or Lacanian psychoanalysts or people ghettoised in institutions. Autisme France calls for an end to discrimination and the implementation of inclusive schools, in particular based on article 24 of the Convention on the Rights of Disabled Persons, which stipulates the right to education and establishes that education must be inclusive at all levels: the exclusion of autistic children from mainstream education must be avoided at all costs, in order to allow them to develop their cognitive and social skills to the full.

France must put in place intensive early intervention services and resources for school inclusion (teachers and carers trained in ASD to support the children). It has to fund families for private services that it is not able to organise in the public service or publicly funded institutions.

The vast majority of autistic children are either in day hospitals at an average cost of €700 to €1,000 per day, or in medical-educational institutes at a cost of €35,000 to €80,000 per year. Numerous studies show that early educational intervention facilitates later schooling, yet it hardly exists in France. The average cost of schooling for a “regular” child amount to €7,400. It is therefore possible for the French authorities to fund an inclusive policy, by redirecting money wasted elsewhere to the public education system and funding educational support within the school.

For autistic adults, the situation is even worse, as France does not know where they are, due to the lack of diagnosis and census.

Danièle Langloys,
On behalf of Autisme France