

英語

For Families with Foreign Roots

Special Support School Guide



Table of Contents

Structure of Special Support Schools.....	1
Types of Special Support Schools	1
Details of learning	2
Characteristics of Special Support School and Special Support Class	2
Examples of school support	3
We have seen this growth	3
Comments from parents	3
Q&A	4
Consultation and inquiry	6

Structure of Special Support Schools

Reference Ibaraki Prefectural Board of Education "Together with Everyone"
<https://www.edu.pref.ibaraki.jp/board/gakkou/tokubetsushien/siryou/2022minnatotomoin.pdf>



Specialty-based special support education is provided

Guidance for each individual

- The government will conduct learning activities to improve and overcome learning and life difficulties caused by disability and to promote independence, in addition to providing education equivalent to primary and secondary school education courses.
- Depending on the disability status, a resilient educational course is organized to provide guidance and support based on individual educational support plans and individual guidance plans.

Support for path selection

- Support will be provided to allow people to make progress choices in accordance with their actual conditions, such as working at companies and using welfare services, for their lives after graduation from higher departments.

Highly specialized staff and facilities

- In a disability-conscious facility environment, highly specialized teachers teach in small classes.

Types of Special Support Schools

Schools are divided according to the types of

vision

hearing

intellectual
disability

disability

weakness

In this guide,

we mainly refer to **intellectual disability special support schools**, the ones that the number is large in the prefecture.

Details of learning

Special Support School for Intellectual Disability

Guidance is given on a daily basis, according to basic lifestyle habits (changing clothes, eating, excrement, hand washing) and what is needed to live in a group life (greeting, wording, helping, keeping time and following rules, etc.).

It is tailored to the characteristics of intellectual disability and learned through practical life experiences. Learning according to the season and learning according to events, such as distant feet, are carried out. In the junior and senior high schools, work learning is carried out in order to learn basic attitudes and skills for going out and working in society in the future.

The ability to leverage to action contents learned into life, is compounded through basic learning about language, letters, and quantities.

Self-reliant activities are designed to improve and overcome difficulties caused by disabilities in individual children. It sets individual learning tasks in the domains of maintaining health, psychological stability, forming relationships, grasping the environment, body movements, and communication.

In the higher departments, in-school training and on-site training are conducted to select the path after graduation. On-site training is practiced by local companies and welfare facilities, where they can experience work.

Characteristics of Special Support School and Special Support Class

Compared to regular classes in public elementary and junior high schools, the number of pupils per class in special needs classes in special needs schools and elementary and junior high schools is small. Assist people to increase their ability to use small steps according to their disability characteristics and conditions. In addition, when graduating or going to school, the personnel concerned are fully handed over after obtaining the consent of the person himself/herself or the parents and guardians, based on individual guidance plans and individual education support plans.

Examples of school support

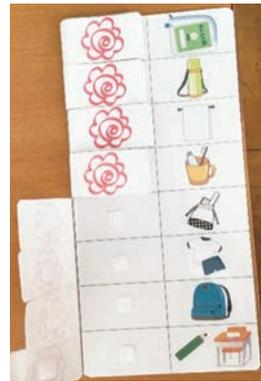


◀ By presenting illustrations and photo cards that are easy to understand without relying only on spoken language, we encourage understanding. Not only things to do but also exactly we tell children the things they should not do, but also how you should behave. If it is difficult to understand with only Japanese, we may show it in a language that the person understands.



◀ This is a proz the day duty team can use as a clue when conducting morning and return meetings. It is shown in illustrations and hiragana. Once children know what to do and

what to say, you can confidently lead the event in front of everyone.



◀ Using a procedure chart, the teacher teaches the children how to organize their belongings after going to school and getting ready to go home before leaving school, so that they can proceed by themselves as much as possible. After doing one thing, stick the flower circle on yourself so that you will be aware of

what you will do next. You can have a sense of accomplishment by pasting all the flower circles.

We have seen this growth

When he was attending a daycare center, he wanted to continue playing with his favorite toy, so even when it was time for a morning gathering, he couldn't get rid of the toy, and sometimes he got violent. After entering a special support school, he was able to keep his promise to teachers little by little. For example, he is encouraged by his favorite toys and activities, and when the time comes, he cleans them up and participates in morning meetings. He is looking forward to greeting the classmates at the morning meeting, calling his friend's name, and playing with the teacher with his hands.



Elementary school classroom



Comments from a teacher at a special needs school about the situation when one child was in a nursery school and the situation after entering a special needs elementary school

Comments from parents

My child was transferred to a special needs school in the lower grades of elementary school. I was surprised to see him participating in the stage presentation at the cultural festival. This is because I have never seen participating with friends in an event before. I was very happy to see him dancing and playing with friends and teachers.





&



Q Can we visit the school before my child enters?

A Parents and guardians should tell the nursery schools, kindergartens, elementary and junior high schools where their children are enrolled about their desire to visit special needs schools. The teachers of public schools should contact the municipal boards of education, and the teachers of private schools should contact the special needs schools directly.
For new school children, we also conduct experiential enrollment. Please apply through the municipal educational committee of your residence.

Q If we are considering transferring to a special needs school, what developmental tests should my child take and how should we proceed with the enrollment procedures?

A Please check with the Municipal Education Committee of your place of residence about school procedures, including developmental examinations. In the case of special support schools for intellectual disabilities, we will check whether there is an intellectual disability that is a prerequisite for entrance into the school or when it comes to an educational consultation. ① It is necessary to satisfy any of the following conditions: ② the child is diagnosed by a physician as mentally retarded, ② the child is judged to be mentally retarded and has obtained a medical education handbook, or ③ the child is enrolled in a special education class for mentally retarded.

Q How do the students attend special needs school?

A A school bus may be used, depending on the special needs school. Ask about a special needs school in your school district. Parents are asked to send them to the bus stop and hand them over to the passengers on the bus. Because the bus departs on time, parents will be sent to and from school if they arrive late. Depending on your child's condition, you may be sent by a guardian or attend using public transport.

Q How do the students spend their time after school?

A Some pupils return home at school baths, while others use day services, such as after-school, if their guardians are working. Consult the municipal welfare section in your place of residence for post-course day services.

Q Are public elementary and junior high schools and curricula together?

A The curriculum is different from that in public elementary and junior high schools for special needs and intellectual disabilities. Based on the guidelines for special support school learning, we organize a curriculum according to the characteristics of intellectual disability, etc., and provide guidance and support based on individual guidance plans.

Q When is the time to enter the special support school?

A Admission from the first year of elementary school or, if desired, transfer to school in April, when the grade increases. During the previous year, it is important for children and parents to have a thorough understanding of special school education and to proceed with the entrance and transfer procedures, with a systematic study of special support schools and other activities. If you are considering transferring, consult with your primary and secondary schools or the Municipal Education Committee.

Q Is it also possible to transfer from special support school to elementary and junior high school?

A Depending on your child's disability status and developmental stage, you may be transferred to primary or secondary school. In that case, it is basically a transfer of school in April. It is important to have thorough consultations with enrolled special support schools and municipal educational committees, and also to systematically visit elementary and junior high schools and learn about the experience.

Q If the student graduates from the High School for Special Support School, will he/she be considered a high school graduate?

A It is not considered a graduation from a higher school, but a graduation from a special support school.

Q Are there any considerations for pupils or their guardians with international roots in special support schools ?

A Although there is no uniformly determined response, some schools use translation apps in routine interactions with their children, and interpreter are dispatched during parents and teachers' interviews, as needed. We will consider together how we can handle cultural and linguistic differences at school. First, consult a special support school who is already enrolled (or is planning).

Consultation and inquiry

Ibaraki NPO Centre Commons, Certified NPO

NPO Commons is not a specialized counseling institution for children's development, but you can consult us for English, Portuguese, Tagalog, and Urdu. Consultations will be made in collaboration with specialized institutions.

Phone 0297-44-4281

Address 3571-1 Mitsukaido Hashimoto cho, Joso shi, Ibaraki

E-mail global@npocommons.org

Website <https://www.common-s-globalcenter.org/>



For Families with Foreign Roots Special Support School Guide

Published March 2023

Editorial/Published
Certified NPO Ibaraki NPO Centre Commons

Cooperation
Compulsory Education Division and Special Support Education Division of School Education Department,
Ibaraki Prefectural Office of Education and Ibaraki Prefectural Ina Special Support School

Design & DTP
Tomoko Shinozaki

This booklet was prepared as part of the Global Support Project commissioned by the Ibaraki Prefectural Board of Education.