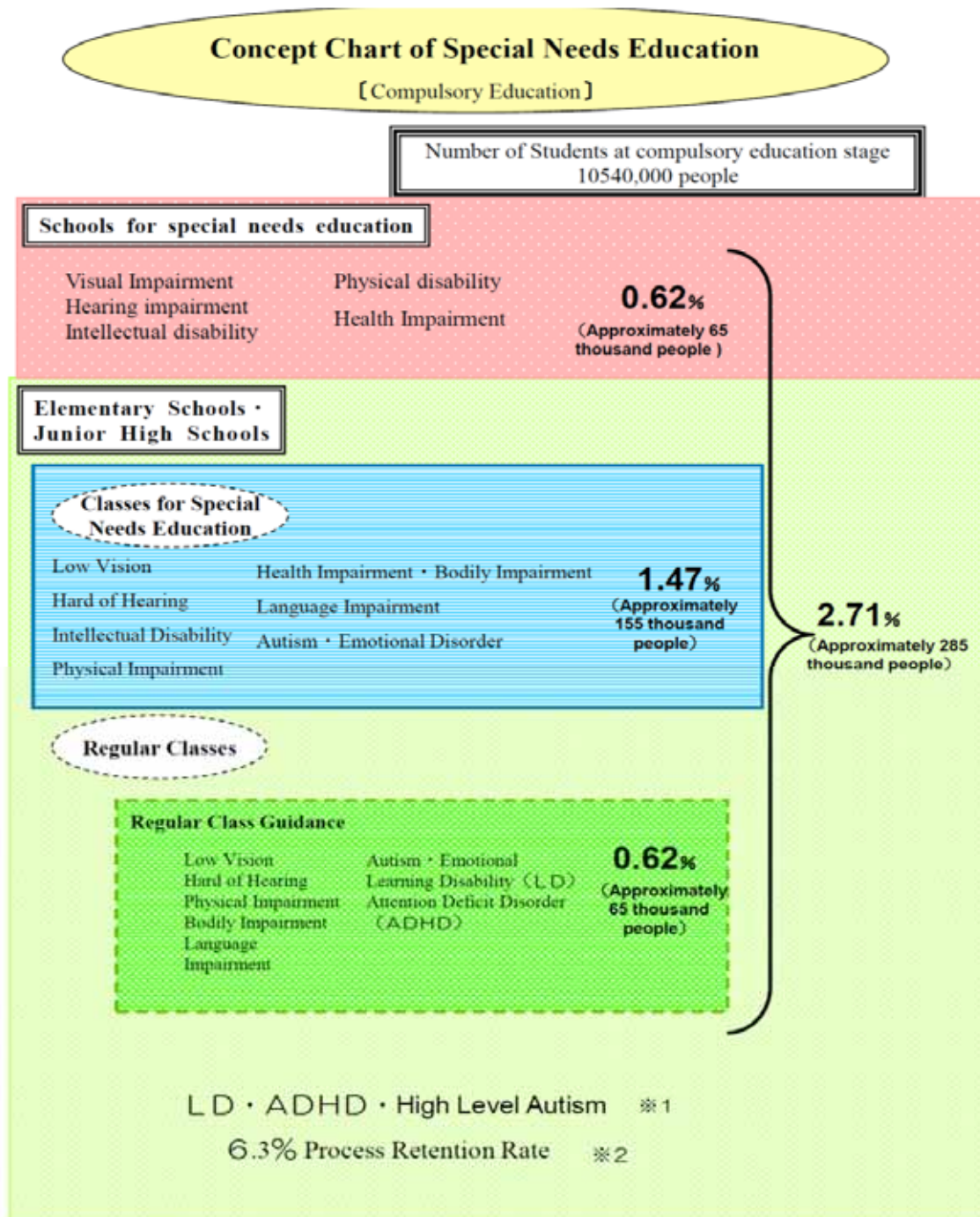


■Chart 27 **Concept Chart of Special Needs Education** 【Compulsory Education】



(Excluding number ※2  
all statistics are of May 1<sup>st</sup> 2011 until present)

○ In order to evaluate the implementation of special needs education and to consider concrete measures to promote special needs education, “The Advisory Committee for the Promotion of Special Needs Education” was held. Additionally, in order to investigate the enrichment of special needs education in senior high schools, the “Senior High School Working Group” was established. In order to promote further implementation of special needs education in senior high schools, a report was published in August 2009. The report concerned primarily the following: consideration and support at entrance examinations for students with disabilities; enhancement of special needs education systems; enhancement of instructions and support for students with disabilities, and enhancements of career education and job-finding support. Based on these deliberations, “The Advisory Committee for the Promotion of Special Needs Education” compiled a progress report in March 2010.

○ In order to evaluate the nature of special needs education in light of the ideas proposed by the Convention on Rights of Persons with Disabilities that declares the need for the creation of an inclusive education system, deliberations were held on the Central Council for Education’s, Special Needs Education Special Committee. In December 2010 a series of issues were gathered together with the intent of moving in the direction of inclusive education systems regarding the direction of special needs education, counseling for school entrances and the nature of how school entrances are decided. Also, in July of 2011, under the previously mentioned Special Needs Education Special Committee, the “Inquiry into Reasonable Accommodations and Environmental Preparations Working Group” was held. In February of 2012, reports were established together regarding the defining of reasonable accommodations and the way they are decided, and the foundation of reasonable accommodations: environmental preparations. Furthermore reports on the various points of views regarding reasonable accommodations at schools were gathered. Presently work is being done in the light of these deliberations to improve upon the nature and implementation of special needs education.

○The Ministry of Education, Culture, Sports, Science and Technology (MEXT) joined efforts with The Ministry of Health, Labor and Welfare to create, “The Individualized Teaching Plan” and, “The Individualized Education Support Plan.”