



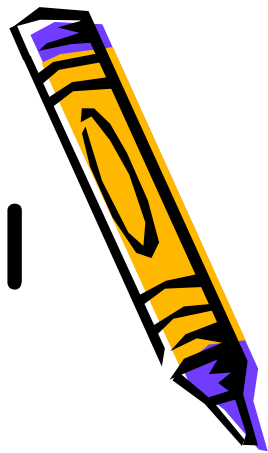
Shibuya-Ward Tomigaya Elementary School



31 May 2007



Overview of Shibuya-ward Tomigaya Elementary School



Establishment: April 1, 1931

Principles:

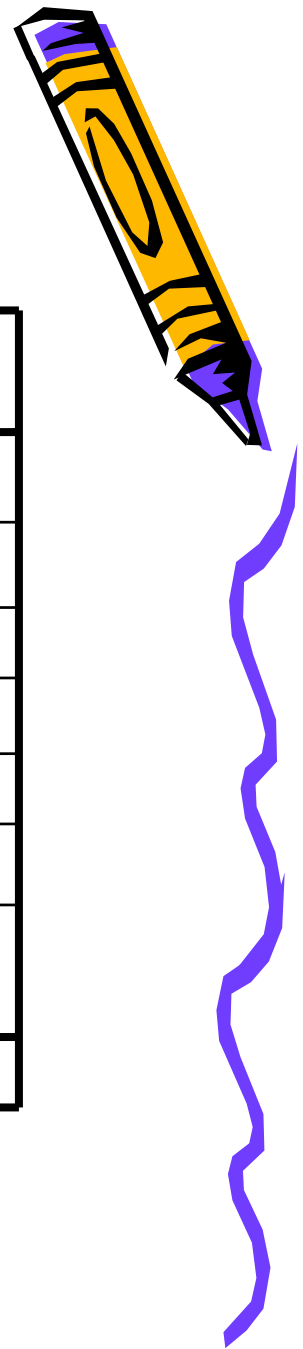
To aim at nurturing very humane pupils who have thoughtful mind and can study, think, and act by themselves.

- ★Pupils who can think deeply
- ★Pupils who are gentle and kind
- ★Pupils who are active



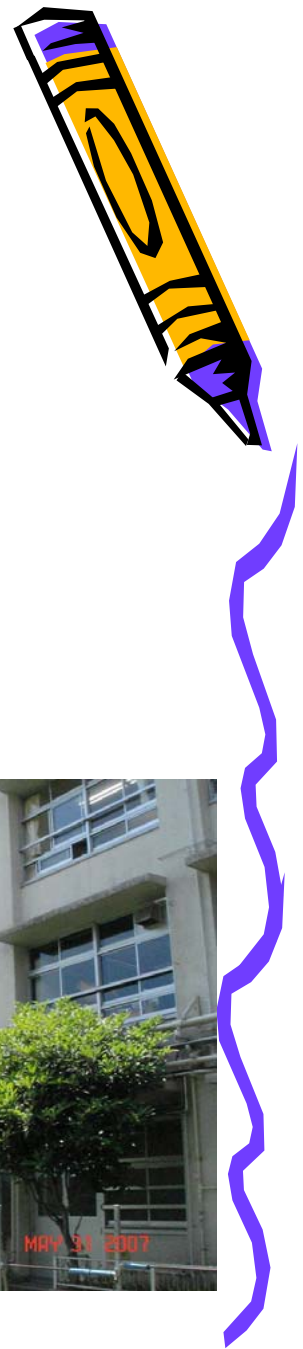
Number of Pupils Currently Enrolled

Grade	Number of Classes	Number of Male Pupil	Number of Female Pupil	Total
1	2	30	27	57
2	2	24	25	49
3	2	32	24	56
4	2	29	29	58
5	2	29	15	44
6	2	33	27	60
Special Class Izumi	1	4	1	5
Total	13	181	149	329



Staff

Principal	1
Assistant Principal	1
Chief	2
Teacher	15
School Nurse	1
Lecturer	3
Counselor	1
Others	1



Characteristic Facilities of the School

- Class for Special Needs Education (Intellectual Disability)
- STEP ROOM (Classroom for Special Needs Education)
- Japanese Language Learning Room and Arithmetic Studying Room
- Study Information Center (Library, PC room)
- Education Consultation Room(A school counselor is stationed two days a week)

※After-School Club Activity Room and Child-Rearing Support Center are also attached.



Special Needs Education Room



Special Education of Shibuya-Ward Tomigaya Elementary School



1) Education Policy

As to the special needs education, the school organized "Study Support Committee" (Special Needs Education In-School Committee) and each supporting policy is embodied through the committee mainly by the coordinations for pupils for whom continuous support is necessary. Facilitating the partnership with specialized institutions, the parents, etc., individual instruction plans and respective education supporting plan are created and the pupils are supported according to the plans.



In Izumi Class (a class for special needs education), abilities, characteristics, etc., are nurtured by conducting instructions according to the actual state of each pupil based on the individual instruction plans and respective education supporting plans.

Utilizing Step Room (classroom for Special Needs Education), individual instruction plans and respective education supporting plans are created and, thereby, instructions that can cope with the special educational needs of the subject pupils are implemented. To do this, communication among the study instructors, teachers in charge of classes, and relevant staff members is closely maintained; instructions are progressed facilitating the partnership among the relevant people, visiting counselors, relevant institutions, etc., mainly by the special needs education coordinators; and the state of instruction is evaluated and improved for each academic term.



2) In-School Support System

Study Support Committee

The committee discuss and determine the support policies and establishes individual instruction plan, etc., for the pupils who need the special educational support.

The committee is held basically once a month and may be additionally held in addition to the regular committee when necessary.

The members of the committee are the principal, the assistant principal, the academic affairs leaders (chiefs), the special needs education coordinators, the school nurses (the teachers in charge of health), and the representative of the teachers in charge of class for special needs education. When the support policies, etc., are discussed, the teacher in charge of the subject class attends the committee.



Special Needs Education Coordinator

The main roles of this coordinator are: communication and the coordination in the school; advising for the teachers in charge of classes, etc.; and communication and coordination among the supporting institutions in Shibuya-Ward, Resource Room, Tokyo-Metropolitan school for special needs education etc.

Because the special support school system of Shibuya-Ward started in April 2007, a pupil needs to be judged by the specialized committee of the ward (a team of specialists) based on the application filed by the pupil's parents to receive instruction in the Step Room (Classroom for Special Needs Education). Therefore, the coordinators are playing the role of the counter window for receiving the applications for the special instruction in Step Room.



Step Room (Classroom for Special Needs Education)

Disabled pupils including developmental disabilities are currently enrolled in the ordinary classes and need the special educational support, and a part of the classes are conducted in Step Room.

In Step Room, specialized study instructor (part-time lecturer) instructs corresponding the problems of the pupils based on the individual instruction plans.

The study instructors are currently assigned for 18 hours a week and are involved in team teaching with the teachers in charge of the classes joining the class to which the disabled pupils are enrolled.

