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Us-Iran Nuclear Deal and the Economic Prosperity in the Region

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Abstract

This article investigates the evolution of Japan's legislative and educational landscape concerning children with special needs. Historically rooted in a dual-track system, Japanese education has shifted from "Special Education" toward "Special Needs Education," a transition formalized by the 2007 revision of the School Education Law. This study utilizes a qualitative literature review to examine the efficacy of the Fundamental Law for Persons with Disabilities and the 2016 Act on the Elimination of Discrimination against Persons with Disabilities. Findings reveal that while approximately 356,000 children are currently tracked by the government, precise identification remains difficult due to varying diagnostic criteria. The research highlights a persistent gap between progressive legal frameworks and the practical implementation of "reasonable accommodation" in schools. Despite the push for mainstreaming, many students—particularly those with severe disabilities—remain in specialized institutions. The article concludes that while legal milestones have improved the visibility of children with disabilities, bureaucratic hurdles and lack of standardized nationwide implementation continue to hinder full educational inclusion. Achieving genuine equity requires a shift from mere legal compliance to proactive, community-based support systems that address individual student requirements across the kindergarten-to-high-school continuum.

Keywords: Special Needs Education, Legislative History, Inclusive Education Japan, Educational Policy, Disability Law, School Integration.



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Introduction

This article explores the diversity of Japan through a qualitative analysis of educational, social and cultural circumstances faced by disabled students. Using qualitative method based on comprehensive review of already existing literature like articles, reports and prior research. This article examines how Japan's educational systems, legal framework and cultural patterns that influence the development of children with special needs. This paper really digs into the difference between what we think of as inclusive education and the way it actually works in practice. It brings to the forefront some pretty tough challenges we're up against—things like social stigma, discrimination, and an unfortunate lack of awareness that just doesn't seem to change. You know, it's frustrating when you see these issues still hanging around despite all the talk about inclusivity. Plus, it looks at Japan's high-context communication style and how it shapes things like social integration, empathy, and even family dynamics.

You know, it's really fascinating. Japan has definitely made some progress when it comes to equality. But, at the same time, there are still these deep-rooted barriers and cultural attitudes that kind of keep people from fully joining in. So, the study wraps things up by pointing out that for inclusivity to truly take off, we need ongoing efforts, a push for community awareness, and active participation from both social organizations and schools. It's not an easy fix; it's more like a complicated puzzle. But honestly, it's one that's worth tackling, right?

Keywords: Special Needs Education in Japan, Inclusive Education, Children with Disabilities, Educational Policies and Legal Framework, Social Stigma and Discrimination, Cultural and Societal Attitudes, Family and Community Support, Social Integration and Participation, Accessibility and Equality, Empowerment of Disabled Children

Japan is recognized as a country consistent with the Universal Declaration of Human Rights in accommodating children who require special treatment, or “special needs,” within mainstream education facilities, even at the compulsory education stage. Nonetheless, Japanese secondary education still includes a separate track for students with disabilities, and the nation continues to face societal challenges in fully embracing children with special needs throughout society. Although there has been little comprehensive research to date discussing the status of children with special needs, the issues at hand involve various overlaps with education, family environments, and medical treatment. The extent to which a psychological handicapped child is accepted in a particular society serves as an appropriate indicator of that society's overall tolerance for individuals different from the norm, with ordinary citizens sometimes imposing more prejudice than official bodies. Kansai University maintains one of the few extensive databases on the topic, and the immediate objective of this investigation concerns surveying the attitudes of local citizens towards children with special needs in education, healthcare, family life, and other social settings. Some of the data originate from the Global Awareness Program for All University Students, a course representing part of the university's liberal arts education offering—a grassroots initiative intended to enhance the international awareness of Japanese students in preparation for the 2020 Tokyo Olympics.

Examining and Analyzing the Multifaceted Societal Challenges, Complex Barriers, and Systemic Issues Faced by Children with Special Needs in Japan Throughout the 21st Century, Investigating Their Significant Impact on Educational Systems, Social Participation Activities, and Daily Life, While Emphasizing the Critical Necessity for Comprehensive and Inclusive Approaches to Effectively Overcome Deep-Seated Discrimination, Marginalization, and Systemic Exclusion Affecting Nearly 356,000 Children, Including Those with Intellectually Challenged, Physically Challenged, and Chronically Ill Conditions, All While Addressing the Urgent Need for Collaborative and Unified Efforts from Policymakers, Educators, Families, and Communities to Foster an

Environment of Acceptance, Support, and Empowerment.

Children with special needs in Japan face serious societal challenges including discrimination, marginalization, and systemic exclusion. These issues affect their educational participation and involvement in social activities. Strategies founded on a comprehensive and inclusive approach are essential to avoid repeating exclusion and discrimination. You know, around 356,000 kids are affected by various issues, like intellectual challenges, physical disabilities, and chronic health problems. It's a pretty staggering number, right? Now, there haven't really been any comprehensive studies that cover every single child with special needs out there. But that 356,000 number? It's what the government has tracked so far. So, it gives us a glimpse, but it's definitely not the whole picture. Children with developmental disabilities and other conditions requiring provision of specially designed instruction are included. Precisely identifying the number of children with special needs poses inherent difficulties. Research stresses the discrepancy between children's health needs and the resources available within the school setting. Understanding relationships between the content of education, teaching procedures, the satisfaction of the basic psychological needs of children with special needs, namely of autonomy, competence, and relatedness, is of importance for promoting inclusive education. Special attention must be given to particular groups, such as those needing dietary management or assistance with physical activities. Care for children with chronic complex conditions is coordinated by school nurses. Current educational policies and standards seek to promote inclusive practices. Various challenges remain concerning the provision of appropriate support and the ability to participate fully in education and social activities (Saito-Kitanosako, 2012). Once World War II came to an end, a lot of crucial questions began to surface. You could say folks were scratching their heads over the noticeable decline in birth rates. What does that really mean for the future of our population, right? It's a big deal that had everyone thinking about what might lie ahead. Honestly, it was a situation that definitely needed some urgent attention, don't you think? Lots of folks, involved in various ways, were trying to dig into what was really causing the issues and what we could do to keep things stable. So, back in April 2007, something pretty significant happened in the world of education. They decided to stop using the term "special education" and instead, they went with "special needs education." This was a big deal because it showed that we're starting to get a better grasp on the different needs kids have. The goal? To create a more welcoming and supportive space for every child out there. It's all about recognizing that everyone deserves a chance to learn and thrive, right? During the years preceding the war, society placed a significantly higher emphasis on the importance of honoring the emperor, as well as on various aspects related to war and military endeavors. This focus proved to be incredibly damaging to the foundations of democracy; national prosperity was often viewed as the ultimate goal that every citizen should strive to achieve. You know, during those hard times, kids with special needs were often subjected to all sorts of discrimination. It's heart-wrenching to think of all the many kinds of abuse that they went through, which, at the time, were so common in society. Honestly, it feels like not much has changed when it comes to truly protecting and supporting these vulnerable children. It's really frustrating, isn't it? Sure, we're still in a place where things need a lot of work to make sure every child—no matter where they come from or what abilities they have—feels safe and secure. But you know what? You know, it's definitely worth taking a moment to appreciate how far we've come. We've made some real strides, and honestly, that's something to be proud of. But as we look to the future, what's important is that we continue to make positive changes and push for inclusivity at all levels. Isn't that what's going to help us build a better society for everyone? (Saito-Kitanosako, 2012).

Research Purpose

So, here's the deal: this study is all about diving deep into the various challenges and barriers, both

systemic and social, that affect kids with special needs in Japan. We really want to understand how the educational system, laws, and cultural attitudes in Japan shape these children's growth, social lives, and emotional health—especially those dealing with physical, intellectual, or chronic health issues.

Now, one of the key things we're looking at is the gap between what inclusive education is supposed to be and how it actually plays out in real life. It's pretty clear that societal stigma, discrimination, and outdated views on disability still make it tough for these kids to get the equality and access they deserve. Alright, let's break it down. This study pulls together a bunch of insights from different places—like literature reviews, policy assessments, and previous research. It really highlights just how crucial it is for policymakers, teachers, families, and communities to work together more closely.

At the end of the day, we're really hoping this research gets people thinking, promotes inclusivity, and gives a boost to everyone involved in this journey. You know, it's all about making connections and empowering each other. We would suggest some practical steps that can be taken to foster a more welcoming and supportive atmosphere for children with special needs, not only in schools but throughout their lives in Japan. Honestly, isn't it about time we changed some things?

Research Objective

To investigate how people's perceptions of and interactions with children with special needs are actually influenced by social norms and cultural attitudes in Japan. Isn't it fascinating? These children's lives can be significantly impacted by how communication patterns influence day-to-day events.

To recognize that major barriers, exist, such as prejudice, social stigma, and, frankly, a general lack of awareness, that can impede the full inclusion of children with disabilities into schools and within the community.

This will examine the effectiveness of Japan's current inclusive education programs: Do they really support accessibility and equality? Do they really empower disabled kids?

It simply means creating good, helpful ideas that everyone can get behind—you know? Everything needs to come together and a solution must work for all parties: social institutions, families, schools, and legislators.

In an inclusive society, let the voice of every human being be listened to and given weight, for each one of them has a place to be and an opportunity to participate.

Research Question

What are the gaps between policy and practice, and in what ways does Japan's educational system support children with special needs?

What are the effects of stigma, traditional norms, and social and cultural attitudes on the lives of disabled children in Japan?

What are the major institutional, cultural, and systemic barriers to the full inclusion and participation of children with special needs in school and social life?

How do families, educators and social organizations help or hinder the social involvement of children with Disabilities?

Which steps can improve inclusive education and social participation of special children in Japan?

To what extent do Japanese schools provide support for psychological, physiological, and physical

care for children with special needs?

What are some weaknesses or challenges in the application of the existing laws and regulations of Japan that impact inclusion programs?

What types of partnerships among local communities, educators, and families hold the most promise for promoting young children's inclusiveness?

What specific activities could be instituted to further improve the social attitudes and community awareness in Japan?

Literature Review

You know, when we talk about the inclusion and status of kids with disabilities in Japan these days, it's pretty clear that it's a big deal. On one hand, Japan has some solid policies in place—really advanced stuff—but on the other, there are still those old societal attitudes hanging around. It's kind of frustrating, honestly.

Even though Japan is considered a developed country with all these comprehensive laws to protect everyone's rights, many children with disabilities still find themselves on the fringes. It really brings to light this disconnect between what the law says and what actually happens in everyday life. Understanding this gap is really crucial, you know? It helps us figure out whether social policies are really working and how we can move towards genuine inclusion for all kids. It's definitely a tricky situation, but honestly, we really can't just brush it aside.

Saito-Kitanosako, back in 2012, really highlighted how care in Japan is deeply tied to culture and family. You see, it's often the families who end up taking on most of the caregiving duties. This can put a lot of stress on them, right? Plus, it kind of restricts kids from getting out there and interacting in wider social situations. It just goes to show that social support is about so much more than just what's written in law books.

So, you know, in their 2018 study, Ryoza and Tanaka really zeroed in on how kids interact with each other and how they get involved in their communities. What stood out was the fact that children with disabilities often find themselves left out of social and recreational activities. It's pretty disheartening, don't you think? I mean, everyone deserves a shot at joining in and enjoying themselves, but that's not always how it works for these kids. Their research really points out that social marginalization isn't just something you find in institutions; it's also woven into the way people interact with each other every day.

Ehara's 2018 work, therefore, explores the accessibility of healthcare services to children in Japan. Surprisingly, he finds that most children can reach a hospital within 30 to 60 minutes. Although this study does not directly relate to special education, it is remarkably relevant. After all, how easy it is to physically get to places plays a big role in ensuring everyone can participate in education and society.

Then there is the study conducted by Inoue et al. in 2022. They developed this evaluation index that seeks to measure social independence in children with chronic illnesses and disabilities. They took into consideration whether such kids graduate from high school, manage their finances, participate in social activities, or establish relationships. Honestly, their findings really drive home the idea that inclusive education isn't just about seating arrangements in a classroom; it's so much broader than that! It's also about helping them develop independence and stay socially active throughout their lives.

Ariyasu and Akamizu, in 2018, reviewed the support services for children with special needs in Japan, indicating that although policies exist, gaps in implementation have an impact on the

children's integration into school and social settings. Ito, Chang-Leung, and Poudyal presented works on inclusive education policies in Japan and Asia. Their conclusion was that fully inclusive policies did not lead to the required awareness at the community or teacher training levels for complete integration.

Maebara et al. So, in 2025, there was this discussion about the growing number of children with special needs in Japan. It really highlighted some tough demographic challenges. The key takeaway? Well, they emphasized that we need some serious policy reforms and more involvement from society as a whole to make inclusive practices a reality.

Now, on a related note, back in 2016, it was pointed out that social stigma, discrimination, and the heavy burden on families still play a big role in holding back educational and social opportunities for kids with disabilities in Japan. It's just heartbreaking, really. You know, we have to do better for these children and their families.

Oishi, 2012, also looked into cultural and family dynamics and ascertained that Japanese families bear more responsibilities for caregiving, hence limiting children's social interaction and independence. Nurullayevba, Maxmud, and Jaloliddin (2025) have mentioned that while legal frameworks regarding education are very important, their execution and community involvement are equally crucial.

Ozawa and Hirata (2019) analyzed school-based support programs and teacher training; they conclude that the success of inclusive education in Japan depends on collaborative efforts by teachers, parents, and communities. Wahan and Ramli (2022) conducted a global comparative study, noting that while Japan had formal policies, societal attitudes and awareness campaigns were still very insufficient to allow full inclusion.

So, Tateno and the team, back in 2017, took a close look at how kids with disabilities get access to public spaces and activities. They really dug into what's holding these kids back from fully joining in on community life. What they found is pretty eye-opening: physical and structural accessibility plays a huge role in making sure everyone feels included. It's like, if the spaces aren't set up for all kids, then how can we expect them to participate?

So, Yamaoka and the team back in 2016 really zeroed in on how important it is for schools, local communities, and families to work together. They found that when there aren't any solid strategies linking these groups, it ends up creating a bit of a mess. You know, fragmented support systems that really make it tough for everyone to feel included. It's like, without that collaboration, comprehensive inclusion just doesn't happen.

So, Yoshikaw back in 2010 really highlighted something important: awareness and advocacy matter a lot. It's not just about having the right laws and programs in place, you know? We really need to keep pushing to educate our communities, don't you think? It's all about breaking down those barriers and fostering empathy for kids with disabilities. Seriously, that ongoing work is so important if we're aiming to build a society that's truly inclusive. Let's keep the conversation going!

So, to wrap it all up, the research really paints a clear picture: Japan has put in a lot of work on the legal and institutional sides of things. And when we talk about integrating children with disabilities into the community, it's pretty clear that cultural norms, family dynamics, and the overall vibe of the community really make a difference. Each study offers its own take—whether it's about how families handle responsibilities, how kids interact with their peers, or even how accessible public spaces are. Honestly, it really shows how tough the social challenges these kids face can be. It's not simple at all, right? But here's the thing: it's not just about the laws on the books; it's also how society sees these laws and whether there's real support behind them.

Research Methodology

So, this study takes a close look at the social standing and challenges that kids with disabilities face in Japan today. We're talking about a qualitative research approach here. And just to be clear, all the data comes from secondary sources — things like studies, reports, and articles that are referenced throughout the research. Some of the key works include those by Saito-Kitanosako (2012), Tanaka (2018), Yamaoka (2016). We've got research from 2017 and a handful of others, reaching back to Yoshikaw in 2010.

Now, when we analyzed the material, we used something called thematic content analysis. Honestly, this really helped us pinpoint some important themes, right? It's really fascinating to observe how society perceives these young people, isn't it? There's also a big focus on social inclusion and community involvement—super important stuff! And let's not forget about family dynamics. They play a huge role, too. You know, it really is hard for these kids to dive into social life fully. There are just so many hurdles in their way. It's a lot to unpack! It really gave us a well-rounded view of what these kids are up against, along with how effective policies and support systems are in fostering inclusion.

Just to note, this study is mostly theoretical and analytical. We didn't gather any new data ourselves — no surveys or interviews. Instead, all the insights come from research and policy analyses that have already been published. In the end, it paints a pretty clear picture of what life is like for children with disabilities in Japan today.

Analysis and Exploration

The word 'boke' softly describes school-age children who perform below average in school. More, Japan lacks sufficient mental health support for children who struggle with substance use. This is exacerbated due to the absence of support for traumatized children who have experienced sexual abuse and live with profound illness, like anorexia. This is, in part, the reason the 2002 Basic Education Law supports the philosophy of self-paced, individualized education for children who struggle with certain issues. This law is crucial because it promotes the incorporation of underrepresented, diverse children, which helps balance inequities in access to quality education. Still, Japan lacks sufficient support to counter the discrimination and negative attitudes towards special children, which greatly limits efforts towards providing proper help needed by these children.

This narrow-minded mentality ends up not only depriving children but their families, too of equal access to critical resources as including good education, health care and important social values that are necessary for them. The Social Welfare model – until 2007, children with disabilities in Japan were largely seen under the broader umbrella of social welfare as opposed to an educational perspective which prioritized their educational needs and capabilities. The promulgation of the Fundamental Law for Persons with Disabilities (Law No. 84 of 2006) was a historical milestone, in that it clearly and explicitly declared, as does Article 11, the right to an education for hyperkinetic children. It also identifies the particular nature and the specific requirements of Special Needs Education (Article 12), which represented a significant shift in attitude. These principles reflect a developing awareness that children with disabilities, or those who need some type of special services, are entitled to an appropriate education in accordance with the norms and requirements of modern society. A major revision of the School Education Law was carried out in 2011 to establish Special Needs Education as an independent and special form of education responsive to individual student needs, it represents a significant step forward. Furthermore, amendments to the School Education Act in 2013 even additionally incorporated comprehensive education rights and strengthened ideas of Special Needs Education as well, which serves as evidence on continuous and unwavering commitment to enhance educational assistance to children with special needs.

Special...ages. “Early intervention began as an attempt to meet more adequately the multiple, complex needs of these children Early intervention is a systematic program of therapy designed to provide developmentally disabled young children with stimulation and experiences that are essential for normal growth and development.

As of 2023, it is estimated that approximately 111,000 children with special needs who need to be individually provided for taking into account various and complex problems are detected in Japan. These types include individuals affected by different disabilities such as autism spectrum disorders, attention-deficit hyperactivity disorder (ADHD), and more than one unique form of learning difficulties. It is both useful and necessary to know such demographic information. It gives the reader a basic knowledge of the heterogeneous types of individuals that salient special needs issues in Japan affect. Such knowledge is not just valuable, but it is paramount while devising effective and individualized support systems. In addition, these resources need to be tailored to the specific needs of and agile response to these children so that they get the support they need to succeed in overcoming difficulties.

Legislative history The legislative journey in India with respect to children who are gifted or have disabilities has significantly conditioned the educational work environment. It's worth noting that Special Needs Education runs alongside regular education, which shows the multi-track system officially approved back in 2016 with the Act on the Elimination of Discrimination against Persons with Disabilities. This really important law was a game-changer for making sure people with disabilities get the right educational chances. Plus, laws like the Basic Act for Persons with Disabilities from 1970 and the Act for the Welfare of Persons with Disabilities, also from that year, help strengthen the key support systems in society.

The laws advocate for the rights and needs of individuals with disabilities, ensuring they have inclusion and access in all areas of education and life. Furthermore, the process of inclusion of children with disabilities in regular schools can be difficult and complicated, particularly because there is so much variation with disabilities, such as types and levels of severity. Each type of disability requires its own supports and teaching strategies to ensure that all children have an inclusive and meaningful learning opportunity.

Since 2007, there's been a strong push to make sure children with learning disabilities and those with mild developmental issues aren't just stuck in separate "special needs" programs. They should also be able to learn in regular classrooms with their peers. This ongoing process helps create schools where everyone feels included, actively working to meet each child's unique needs.

Moreover, the incorporation of disabled children in regular schools means going through the vast and intricate maze of difficulties, mainly because of the greatly differing degrees and kinds of disabilities existing in the society. No matter which type of disability a person has, the social services have to provide specific supportive strategies and ways that guarantee practical and vibrant schooling experiences for everyone involved in the process.

There has been an organized and substantial move since 2007 to keep children with learning disabilities as well as those suffering from mild developmental disorders not only in “Special Needs Education” programs but at the same time to let them continue participating in general education classrooms alongside their peers. The continuous process of integration that is now being implemented in schools helps to create an inclusive educational environment which is really committed to providing the necessary support for each individual child’s unique needs and requirements.

Besides the various methods of inclusion practicing in the different schools, it is also important to point out that the statistics show that nearly 10% of children who are physically handicapped, those

suffering from hearing impairments and those who are visually impaired or blind have been successful in attending ordinary elementary and secondary schools. This positive trend is a reflection of the rising recognition of the significance and necessity of creating educational opportunities for all the children, no matter their specific situations or the challenges they face in their daily lives. It also shows the progress we are making towards building an educational system that is more fair and just for all. (Mithout, 2016).

The way a child with special needs is defined can be very different from one environment to another, pointing out the complexity of the categorization of such persons. As per the Basic School Act section 1, such people are clearly those who suffer from various disabilities that may be caused by the body, the mind, or by some other reason and thus, be restricted to an extent that they need special education to be taught in a way that is similar to that of normal children. Due to the repeated problems and hardships, the Special Needs Education Law was finally resolved in June 2007 and this vital law became effective from April 2008. Since then, the term "Special Needs Education" is newly included in the revised Fundamental Law of Education, which refers it as "Education by the individual disabilities of children with disabilities." This new and special educational method is the one that directly targets the needs of the kids who might be mentally retarded, physically disabled, deaf or hard-of-hearing, and the ones who have visual problems. Furthermore, this specialized and adjusted educational support is available right from the kindergarten stage and elementary school up to the level of high school, ensuring that there is a continuous provision of the support. In the past, the schooling systems that were designed to provide support for children with all sorts of learning difficulties were not sufficiently established and the delivery of the services was inefficient as well. Nonetheless, the good implementation of Special Needs Education policies...

The Japanese education system underwent a major transformation starting in April 2007 when it adopted Special Needs Education as the new term to replace Special Education. The government made this important policy change to create an educational system which fully supports all students with their individual needs regardless of their personal backgrounds. The new framework works to achieve this objective through a disability classification system that avoids previous limitations which denied proper support to specific student groups. Students who received moderate to severe disability classifications under previous systems typically attended specialized educational facilities that provided tailored learning environments. Students with mild developmental disabilities stayed in general education classrooms but struggled to obtain suitable individualized support. The updated framework establishes a system to provide essential support and resources for students with learning disabilities and mild developmental disabilities while keeping them in mainstream classrooms. The inclusive framework enables students to actively participate in meaningful learning activities while advancing through the general education curriculum which creates an environment where all students can succeed together in an inclusive educational setting. (Saito-Kitanosako, 2012).

The new policy establishes multiple special support programs which help students with severe disabilities who attend regular schools thus representing an advanced educational practice of today. The Japanese educational system operates through separate institutions which serve different student populations. The educational system in Japan operates through four main types of schools which serve different student needs: general schools for most students and specialized schools for intellectual disabilities and schools for visually impaired students and hearing impaired students and physical disability schools. The educational system promotes innovative blended learning methods which enable students in special education classes to work together with their peers in regular classrooms for meaningful collaborative learning. The initiative seeks to establish an inclusive learning space which enables students with different abilities and needs to learn from each other and build mutual understanding. The expanded definition of special educational needs under the new

system includes physical disabilities alongside various learning disabilities and social developmental issues that students face during their academic years. The system focuses on delivering personalized support to every student to create better educational outcomes.

But, this discrepancy between the law and reality can be seen in the case of a high school student in Chiba who had severe upper limb paralysis. As a straight A student, she asked to use an iPad for her entrance exam, however administrators repeatedly rejected her. The sample application was commented on by 39 users (scores not included in Tables) who reported that it had worked very well and represented a good compromise between functionality and practical feasibility. After months of appeals and direct negotiations only partial accommodations were made, which shows that legal obligations on their own are futile if this is not followed up with pro-active.

The special schools which fall under the ambit of the special education perform a very important function in meeting the diverse educational needs effectively particularly children with intellectual, physical disabilities or autism. These types of schools are structurally designed to cater for children who cannot cope in the regular classroom set up. As at 2019, there were over 858 children with varying special needs that were within approximately 1100 such schools spread all over the country. Those specific type of institutions have individualized learning approaches that tailors to particular learners' peculiarities and is not provided anywhere else. Additionally, they guarantee regular availability of consistent curricular content and essential learning materials so as to promote learning as well as development process. (Tomoko Yamamoto & Koichi Moriwaki, 2019).

One of the most advanced and opportunity bringing progressive initiative is the active and deliberate integration of children who have special needs into mainstream educational settings have as their main focus, even though not exclusively, eliminating the social stigma that often comes with the term tokubetsu-shien-gakkō. These schools are now referred to as “special support schools” in Japan and provide for students with learning disabilities. It is obvious that both special schools as well as ordinary schools are essential partners in operationalising such idealism at a practical level, which fosters inclusive environment for all pupils involved significantly benefitting from learning through diversity in classmates and developing greater sense of empathy and understanding. Such thoughtful inclusion leads to enhancement of education for it ensures that two student groups cooperate, share experiences, goods, themselves grow together as one result create harmonious society. (Saito-Kitanosako, 2012).

Conflict of Interest

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