

ABSTRACT

The bachelor thesis deals with the topic of inclusion of children with physical disabilities in pre-primary education. The theoretical part summarizes the knowledge of the development and current state of common education of children in pre-primary facilities. The legislative framework for education of children with physical disabilities in the Czech Republic is analyzed. The specifics of education of children with physical disabilities and possibilities of their support in kindergarten are outlined. Attention is also paid to the requirements for the personality of a teacher or pedagogical assistant in an inclusive environment in interaction with children with physical disabilities. In the practical part, the methodological basis of empirical research is first defined, which consisted in processing a number of case studies of children with physical disabilities, which were included in pre-primary education in mainstream nursery schools. The data were collected through in-depth interviews with nursery school teachers and analysis of school documents and other documentation for individual children. Categories were created for data analysis and evaluated. After completing the research, I stated that inclusion in the area of children with physical disabilities is of a high standard in the nursery schools which took part in the research and the comments are directed rather to less important elements.

KEYWORDS

inclusion, inclusive education, integration, pre-school child, child with physical disability, nursera school teacher, teacher assistant