

## **Abstract**

The thesis is devoted to inclusion in preschool education with a focus on the child's family. The theoretical part deals with inclusive education, defines the basic concepts, related legislation, describes the benefits and risks of inclusion in the light of current knowledge. Attention is paid not only to the characteristics of pre-school education, but also to the inclusion of children with special educational needs in kindergarten. A separate chapter deals with the issue of the family of a disabled child and also describes some aspects of the cooperation of the family with the nursery school. The family plays a vital role in the development of the child, so the family context in which the child grows up is also essential for understanding the child's individuality and developmental needs. The theoretical knowledge is followed by a research investigation.

The practical part introduces qualitative research, which aims to bring experience with inclusive education in kindergarten from the perspective of parents. The research focuses on families of children with disabilities and disadvantages, which are currently included in the category of persons with special educational needs under the legislation. The aim of the qualitative research is a detailed examination of the issue of inclusion in kindergarten through in-depth interviews with the child's parents, who are inclusive educated in the regular classroom. Interviews are supplemented by observation of the child in the kindergarten environment. The diploma thesis aims to contribute with its knowledge to enrich the practice of kindergartens that strive for quality cooperation with families.

## **Keywords**

Inclusive education, integration, family, child with disability and disadvantage, preschool age, child with special educational needs, kindergarten, cooperation, support measures.