

Abstract:

“Family and school cooperation in child integration / inclusion” identifies the quality of cooperation between primary schools and families of children with special educational needs and its impact on the perception of integration or inclusion. It examines the differences in attitudes towards to 1 educational needs in primary schools in the certain wiew of disadvantaged children teachers’care, assistants and parents on integration and inclusion in general and in specific cases and aspects of school and family disadvantaged children. According to the current trend, parents can decide about education of their child with specific needs in an ordinary primary school with increased teachers’care, possibly with the support of a teaching assistant, usually according to a prepared individual curriculum because pupils with special educational need have to get individual speed, knowledge and skills often do not have the same level like other students in the classroom. Quality of special care is highly influenced by cooperation among teachers, assistants and parents.