

ABSTRACT

This thesis deals with the topic of the inclusion process at a primary school. In the first part of the thesis, we find the theoretical basis of the issue, i.e. what inclusive education is, what legislation is attached to it, and which steps are helping to make this process as successful as possible. A large part is then dedicated specifically to pupils with different native

languages (abbreviated to pupils with DNL). The aim of this thesis is to find out how the admission of a pupil with DNL into a Czech school takes place, as well as to evaluate the methods and possibilities that the school has in hand during the entire process. In addition to these general assumptions, the aim is to analyze how classmates and the class teacher react to the admission of a foreign pupil. The results show that the process of admitting a pupil with DNL is going very well at the selected primary school. Pupils perceive a classmate from another country very positively, and in the same way, they predominantly approach the idea of integrating foreign pupils into Czech schools in general. The teacher is also very satisfied with the achievement and continuous improvement of this pupil. The pupil attains good results in her educational process, and she also has integrated very well into the class community, in which she has found friends.

KEYWORDS

Inclusion, children, with different mother language, elementary school