

ABSTRACT

The work deals with the influence of pupils with special educational needs (SEN) on their intact pupils. Over the last few years, the number of pupils with SEN in regular classes has increased. In some classes, there are even more pupils with SEN, so it is important to monitor the influence of it has on their intact classmates. Pupils with SEN also bring with them support measures (such as assistants) or a greater workload for teachers. All this somehow affects intact pupils and the aim of the work is to describe what the influence is.

The work is divided into two parts. In the theoretical part I describe the importance of individual actors of the school class for its proper functioning, safe climate and how they can interact with each other. I also deal with inclusive education, what are the main principles, I describe inclusive education in the Czech Republic, who are pupils with SEN, what support they can receive in a regular class.

The research part was conducted through mixed research, specifically a questionnaire survey and an interview, with the respondents being primary school teachers. The research showed that pupils with SEN can have both positive and negative effects. Intact students can teach a lot, such as tolerance and respect. Intact students also get acquainted with the differences that will accompany them throughout their lives. At the same time, however, they can have a negative effect when they disrupt, slow down, delay or break down the team in the classroom. But it always depends on various factors. The main one is the teacher's approach, which can influence how the pupils interact with each other and whether the positive or negative impact will prevail.

KEYWORDS

intact pupils, pupils with SEN, inclusive education, class climate, teacher, support measures