

ABSTRACT

This bachelor thesis focuses on inclusion of children with special educational needs (SEN) in pre-primary educational facilities. In theoretical section, the concept of inclusion in pre-primary education is introduced followed by the international human rights documents, the legislative framework of the Czech Republic in education. Based on the literature review, facilitators and barriers to inclusive preschool education, characteristics of inclusive kindergarten, and development of a preschool child is presented together with significance of inclusion of a child with special education needs. The overarching aim of the research part is to identify facilitators and barriers in promoting inclusive education in kindergarten as perceived by the teachers. The qualitative research design was applied, namely the semi-structure interviews. Results of the study indicate that teachers consider as facilitators positive attitudes towards heterogeneity, functional cooperation and communication between all stakeholders, the presence of a teaching assistant in the classroom, adequate qualifications and a suitably adapted teaching environment to meet the needs of a child with SEN. On the contrary, shortage of staff, higher number of children in classroom were considered as barriers that make the process of promoting inclusion of children with SEN in pre-primary settings problematic.