ABSTRACT

This diploma thesis focuses on the role of primary schools in supporting pupils with specific learning disabilities. The aim of the thesis is to analyze how primary schools identify the needs of these pupils and what support measures they use to ensure effective education. The theoretical part deals with inclusive education, the legislative framework, and the characteristics of individual disorders such as dyslexia, dysgraphia, dysorthographia, dyscalculia and attention disorders. The empirical part uses qualitative research in the form of case studies and interviews with teaching staff. The results highlight the key role of early diagnosis, school-family cooperation, and the importance of support measures.