This diploma thesis deals with the impact of school climate that has a strong effect on the success in integration of handicapped pupil into the mainstream school. In this respect main terms which are related to “school climate” and “integration” are defined. Work more specifically focuses on individual types of handicaps, analyses principles of various handicaps and specific educational requirements needed for social relations. It furthers deals with the subjectivity of success in integration.

Presented diploma thesis further concentrates on the social status of the handicapped pupil among his schoolmates, his social interactions and the role of the teacher as the main factor in the problem of integration.

Empirical survey is oriented in a narrative way; the key method used is narrative dialogue, as it is able to recognise autobiographical experience of respondents. Each narrative dialogue is interpreted and completed by narrative reconstruction of core narration.

**Keywords:**
- school climate
- integration and inclusion
- pupil with specific educational requirements
- handicap, disablement
- success in school integration
- family
- school
- teacher
- chicane
- relations among schoolmates
- diagnosis of school climate
- narrative attitude
- narrative dialogue