

## **Abstract**

This thesis is devoted to the problems of children with special educational needs, with a focus on elementary schools in Prague 2.

The first part of the thesis describes the aims, particularly the identification of positive experiences and negative examples from practice, and research questions. Next part is devoted to methodology, in which the author deals with the description of data collection and the production of materials for semi-structured interviews. The author describes the theoretical and conceptual background of selected issues and presents the basic terminology and historical context of education of children with special educational needs in the Czech Republic.

The second part focuses on the empirical research that has been devoted specifically to autistic children. The first part contains a basic summary of integrated children in primary schools in Prague 2. This part is followed by findings from the interviews, which are logically divided into three main sections. In conclusion there is a synthesis of the most important information and their relation to the selected concepts.

The main result of this thesis is the relation between chosen concepts and relevant data gained from the qualitative interviews with respondents connected to elementary schools in Prague 2. The author points out the difference between current setting policy and partial practice.