

The thesis deals with the role played by the teacher in the education of pupils growing up in conditions of social exclusion. The aim of the thesis is to understand the relationship between elementary school and the education of pupils with special educational needs.

The author wants to find out how teachers cope with the requirements of inclusive education in their day-to-day practice. Another issue is whether pupils growing up in conditions of social exclusion have access to institutionalized help and what role play teachers in accessing this assistance. The author proceeds through qualitative research.

The theoretical basis for research work is the concept of social exclusion and the concept of teacher role in the level of expectation, concept and performance. The thesis presents a legislative framework which formulates the state's current expectations towards schools in the education of pupils with specific educational needs. The text is also about how this legislative framework is reflected in the practice of elementary school and what is the impact on the teachers work in a particular class, with specific pupils. The author answers key research questions through the criteria for the distribution of support, the views of teachers and the method of their work. The author concludes that children growing up in conditions of social exclusion are denied access to systematic support at elementary school, which the author identifies as one of the mechanisms of social exclusion. The last part of the thesis focuses on topics for strengthening the systematic support of children with special educational needs at elementary school.