

ABSTRACT

The Diploma Thesis represents teachers' approach to the inclusion, and the inclusive education in a common primary school. The theoretical part provides information about the basic legislation in the field of inclusion, and explains terms such as integration, inclusion, inclusive education. It focuses on the supportive arrangements for pupils with special educational needs, and analyses specifics of inclusive settings in the concrete school. The practical part describes the research. The aim of the research was to point out the teachers' attitude towards the inclusion and to evaluate their experience with the inclusive settings at the concrete school. The research reveals positive as well as negative opinions. It also summarises difficulties regarding the inclusive education.

The research points out that there is slightly more of a negative attitude among the teachers towards the inclusion, however more than half of the teachers feel the importance of inclusion regarding pupils with specific educational needs.

For further development of inclusion, the teachers would appreciate a reduction of students in their working groups, as well as an increase number of teacher assistants. Furthermore, the teachers expressed a wish for a better supportive methodical help while working with students within this specific target group.

KEYWORDS

inclusion, inclusive education, inclusive environment in school, pupils, supportive arrangements, teacher, student with special educational needs