

The movement for inclusive education produces number of innovations. One of this is special services coordinators (SENCOs) in the mainstream schools. When the schools start accepting the children with special education needs it becomes inevitable to take someone with special training and knowledge responsibility of these children in the mainstream schools. In Czech Republic Pedagogical Counsellor (Výchovný Poradce) were given this responsibility of coordination by legislation. The present research attempts to explore the role of Výchovný Poradce in relation to the children with special education needs in legislation as well as in practice. The research also aims to investigate the challenges the Výchovný Poradce face and how they over come the challenges. A total 26 participants including teachers, Výchovný Poradce, special pedagogue (mainstream school), special pedagogue (special centres) and parents were engaged in collecting data through interviews, questionnaire and focused group discussion. As an exploratory research a sequential mixed method research design was applied where initial qualitative data collection and analysis was followed by a quantitative data collection and analysis. The findings show that the role of the Výchovný Poradce is not a one-person coordination concern on Czech schools rather one of the significant members of a team responsible for the children with special education needs. Výchovný Poradce is traditionally responsible for behaviour and career counselling. After enacting the legislation of integrating the SEN children, over all coordination of the children with Special education needs is added as additional a duty of Výchovný Poradce. I

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