

## **ABSTRACT**

This diploma thesis deals with the development of the school climate in a classroom with a seriously physically disabled child who requires permanent presence of an assistant.

The theoretical part focuses on physical disabilities and their impact on the psyche of the child, the specifics of including a seriously disabled child in educational instructional contexts and the life of the classroom, and on the cooperation between a form teacher and an assistant whose support and help is required by the child during all lessons.

The practical part uses a narrative of two girls and people who are closely related to them to offer answers to the inquiries into how have relationships within such a classroom and the attitude of classmates to a disabled child changed over the years; how can the presence of an assistant affect the climate of the classroom; and whether the external perception of the inclusion of a disabled child as a successful one corresponds with the feelings of the disabled child, or if the child sees the process otherwise. Case studies which helped the author to get a general picture of the situation confirmed it appeared that the factor which immensely affects inclusion of a physically disabled child in the classroom is the age at which children meet and the attitude of the teacher and the assistant to both the physically disabled pupil and the whole class. The diploma submits other questions that are based on children's experience.

## **KEYWORDS**

inclusive education, inclusive classroom climate, physically disabled pupil, teaching assistant, cooperation between the teacher and the assistant