

**TITLE:**

Specificity of education social disadvantaged child

**SUMMARY:**

This thesis deals with familiarity and experience of teachers and the principal of special education stream with the integration of socially disadvantaged pupils. The work deals with the reputation of so-called "Common Education" in the professional community of teachers, special education teachers and other educational staff. It also deals with experienced teachers with the integration of these pupils. It also dedicates level of awareness about who is a disciple of underprivileged knowledge and methods that can help this integration. Finally, the work deals with the familiarity of an amendment to the Education Act no. 82/2015 and knowledge of individual impacts on working with the student. Furthermore, the work deals with the degree of acceptance of compulsory attendance in the final year of nursery school and the abolition of preparatory classes. Also, the work deals with the possibilities that offers teachers plan educational support.

**KEYWORDS:**

Common education, amendment 82/2015, inclusion, special education, social disadvantage, socially disadvantaged pupils, plan educational assistance, canceling preparatory classes.

