

### A.1.1 Support of Children and Pupils with Disabilities or Other Health Impairments

CSI found that in the schools visited efforts to improve the quality of education of disabled or otherwise impaired children and pupils result from the recommendations of advisory centres and from the long-term experience of school psychologists and teachers specifically trained in this area of education. Schools provide such children and pupils with individualised care. In conformity with the recommendations of advisory centres schools develop individual education plans for the majority of the above described children and pupils which are discussed with parents or statutory representatives. The effectiveness and efficiency of supporting individual children and pupils are evaluated and the collected findings become a basis for determining any further procedure. The scope of such activities in the visited schools is documented by the figures contained in Table 16.

**Table 16: Forms and scope of support of children and pupils with special educational needs in the school year 2007/2008**

Monitored indicator	Kinder gartens	Basic schools	Sec. schools
Individualised care is ensured	71,9 %	97,8 %	85,4 %
Recommendations of advisory centres are met	86,0 %	89,2 %	89,7 %
Developed individual education plans are met	70,1 %	87,3 %	64,4 %
Results of support are evaluated	85,6 %	91,4 %	89,8 %
Further procedures are set up after evaluating results of support	78,5 %	90,4 %	87,7 %

### A.1.2 Support of Socially Disadvantaged Children and Pupils

Identification of socially disadvantaged children and pupils is quite difficult for schools. The majority of head teachers are not satisfied with current legislation pertaining to this area. Head teachers consider, for example, that registration of such individuals is a problem since under the provisions of Section 28 (2) (f) of the Education Act they are permitted to record data on social disadvantages in the school vital records (School Registers) only if such data are provided by adult students or the statutory representatives of minors. Thus in practice they use different indicators for the identification of such children and pupils, such as waiving/reducing the fees in kindergartens, social scholarship at secondary schools, textbooks provided free of charge and so forth. There are even fewer such supplementary identifiers available to basic schools, for example qualified estimation of the number of pupils from socially disadvantaged families can be used only in relation to Roma ethnicity. Due to these facts the data on the group of socially disadvantaged children and pupils provided to schools are indicative rather than accurate.

Despite the described difficulties, it is especially schools with high numbers of socially disadvantaged pupils (or with a longer tradition of educating them) that deal with this issue systematically. Such schools have developed strategies for supporting success in the education of socially disadvantaged pupils and as a follow up they have incorporated such strategies in their self-evaluation and internal audit systems. Teachers received training aimed at this specific area. Schools are involved in relevant development projects organised by MEYS or other programmes making it possible to cover the increased financial requirements for the education of such pupils.

Some basic schools, in particular in localities where higher numbers of socially disadvantaged children and pupils can be assumed, are establishing preparatory classes. The composition of such classes usually corresponds to demographic features of the localities in question.