

Table 32 Support for adaptation of pupils in 1st grades of basic schools

Monitored indicators	Answer (%; figure)			
	AN ^{1/}	MN ^{1/}	MY ^{1/}	AY ^{1/}
Effectiveness of organisation in education				
School actively supports diagnostics of gifted children	8.3	20.5	43.9	27.3
School provides appropriate care for gifted children	5.4	18.3	47.3	29.0
There are socially disadvantaged children in the catchment area of the school	10.6	32.4	32.4	24.6
School purposefully supports balancing of cultural background of socially disadvantaged children	1.8	12.3	42.1	43.9
Pedagogical-psychological consultancy				
School actively recommends visits to pedagogical – psychological centres in order to diagnose development learning disorders	2.8	5.6	13.4	78.2
School actively recommends visits to pedagogical – psychological centres for pupils with problematic behaviour	2.8	9.9	14.9	72.3
School takes into account recommendations of pedagogical and psychological centres	0.0	2.2	16.9	80.9
	YES	NO		
School employs their own psychologist	11.7	88.3		
School uses services of an external psychologist visiting the relevant BS	31.0	69.0		
Speech therapy care				
Individual speech therapy (provided by teachers of the BS)	35.9	64.1		
Individual speech therapy (provided by external professional in the BS)	19.3	80.7		
Teachers diagnose speech disorders, recommend individual speech therapy outside the relevant BS	71.7	28.3		

Key: ^{1/} AN – absolutely not, MN – mostly not, MY – mostly yes, AY – absolutely yes

The first survey using a pilot sample of 2,227 pupils of 1st grades of basic schools signals quite low effectiveness of the support provided to pupils with SEN.

Individual educational plans	Number		
Number of pupils in 1 st grades (last closed school year)	2227	%	
– of whom pupils with IEPs	90	4.0	
– of whom pupils with IEPs for gifted pupils	0	0.0	
– of whom pupils with SEN	172	7.7	%
– of whom pupils with IEPs for SEN	50	2.2	29.1