

Table 49 Share of students with SEN and socially disadvantaged students in the secondary schools visited in the school year 2010/2011

Region	Number of students present				
	Total	of the total number of students present			
		Students with SEN including socially disadvantaged students		Only registered socially disadvantaged students	
		Number	%	Number	%
South Moravian	8,721	711	8.2	130	1.5
Central Bohemian	10,846	856	7.9	374	3.4
Liberec	1,817	112	6.2	40	2.2
Vysocina	4,299	252	5.9	29	0.7
Karlovy Vary	381	19	5.0	6	1.6
Czech Republic total	58,174	2,909	5.0	891	1.5
Hradec Kralove	6,589	324	4.9	112	1.7
Moravian–Silesian	3,545	160	4.5	14	0.4
Prague	2,151	89	4.1	32	1.5
Olomouc	4,390	120	2.7	62	1.4
Usti	2,310	56	2.4	43	1.9
Pilsen	2,396	50	2.1	11	0.5
Pardubice	6,324	97	1.5	21	0.3
South Bohemian	3,079	45	1.5	4	0.1
Zlin	1,326	18	1.4	13	1.0

The above overview clearly demonstrates that shares of students with SEN registered by schools evidenced considerable differences between individual regions. The highest share of students with SEN was detected in mainstream schools in the South Moravian region (8.2 %), followed by the Central Bohemian region (7.9 %) and the Liberec region (6.2 %). The lowest share of such students was reported from the Zlin (1.4 %), South Bohemian (1.5 %) and Pardubice (1.5 %) regions. The share of socially disadvantaged students studying in secondary schools was very low (1.5 %), with the highest being in the Central Bohemian region (3.4 %), while the lowest share was reported from the South Bohemian region (0.1 %). The data showed that secondary schools, in the majority of cases, had not paid sufficient attention to groups of disadvantaged students. Problems with the identification of socially disadvantaged students persisted and, as a consequence, support provided to these students was at a low level.

Provision of Education for Gifted and Talented Students

According to statistical records, secondary schools provided education to gifted students in the fields of education typical of secondary general schools aimed at sports and in secondary schools of music and arts where applicants had to pass an examination proving their particular abilities (conservatoires and schools with artistic fields of education of Group 82 – fine arts, applied arts). The degree of individual support for talented students was low in secondary education as statistical records registered only 100 students with IEPs.