

## **Abstract**

In the theoretical part of this diploma thesis I dealt with the analysis of social adaptation of students with disabilities in high school with a special focus. I was interested in factors related to this issue. I tried to point out the possible pros and cons of involving these students in a special high school environment. I also pointed out the risk factors in the educational needs and limits of students with specific types of disabilities. The thesis also contains some recommendations for a suitable educational approach.

The practical part contains research that was conducted qualitatively. For this purpose I chose the method of semi-structured interviews with nine respondents (students of one class from high school with a special focus), the age range of students was 18-28 years. I believe that thanks to the chosen procedure I had the opportunity to find out in more detail how students with disabilities subjectively perceive the environment in which they study, how they perceive ties in the class team, what support they see in their teachers and how they perceive the educational process at this particular school. Also where do students see possible obstacles or shortcomings and how they perceive evaluation (classic form of marking).

The results of the interviews showed that students with various forms of disability feel a rather friendly atmosphere in the class group. According to the results they also find a stable background at this special secondary school because of quality of this facility and human approach of teachers. The risk factor of bullying did not manifest in this class group.