

## **ABSTRACT**

This thesis provides an insight into the issue of adapting physical education teaching in mainstream primary schools to the needs of education of visually impaired individuals. It explores inclusion in physical education classes from the perspectives of families, classmates, teachers and the visually impaired students themselves. The aim of this thesis will be to evaluate the success of inclusion of visually impaired pupils in primary school physical education classes. A rather interesting phenomenon is how the inclusion of a visually impaired pupil specifically affects the atmosphere, relationships and overall climate of the classroom collective. Based on the answers to the survey questions asked to both the disabled pupils and their classmates, it will be evaluated how individuals with visual impairments feel in physical education classes and how they are perceived by their environment (classmates, teachers). The work will be an interesting resource for anyone interested in the issue of sport and physical education for visually impaired people. The theoretical part summarizes the possibilities, conditions, special aids and adaptations of the premises for education of visually impaired pupils in a regular primary school. The research part is a specific case study, it is about two siblings - boys in the second grade of a regular primary school. Both boys have very severe visual impairment but their disability does not prevent them from being educated in mainstream primary school. The findings from the theoretical part will be compared with the findings from practice and to what extent these theoretical requirements are practically feasible. I chose the topic of this thesis because I believe that many people in the mainstream society have prejudices towards visually impaired people and cannot imagine how to communicate with these individuals.

## **KEYWORDS**

Education, elementary school, visual impairment, integration, inclusion, Physical Education

