Implementation of the Standard:
Creating Conditions that Enable Development of
Children with a Diagnosed Need for Special Education
according to Their Developmental and Educational
Needs and Predispositions in Public School

Abstract

Inclusive education is a concept and a new vision of integrating disabled people in a school environment within the Polish education system. It is crucial to answer the question if it is possible and what values are necessary to enable the concept to take place. The most important questions to be answered are whether contemporary schools are ready to meet all the necessary conditions to educate children with special educational needs; whether schools are able to create the chance to succeed and whether Inclusive Pedagogy is a real alternative to special schools.

Disabled people increasingly often appear in the social and public space. Unfortunately, it is still common to perceive them, their disabilities and competences through harming stereotypes.

According to Andrzej Sękowski (2001) the reasons for the negative attitudes are interpreted by psychologists in various ways. While considering the phenomena connected with attitudes towards the disabled, researchers use, inter alia, the cognitive dissonance theory, attribution theory, modeling concept, the concept of social roles or altruism. In recent years, the attribution theory has become the most popular. It concerns the cause-and-effect relationships of people’s behaviour. There are at least two ways. First, internal (also called dispositional) attribution assigns