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PARENTAL PARTICIPATION IN SPECIAL EDUCATION IN POLAND

RODZICIELSKA PARTYCYPACJA W KSZTAŁCENIU SPECJALNYM W POLSCE

Abstrakt

Artykuł ma na celu ukazanie formalnego kontekstu działania placówek oświatowych w Polsce opartego na implikacji założeń edukacji inkluzyjnej. Punktem wyjścia prowadzonych rozważań jest uznanie przemiany, jaka zaszła w podejściu do osób niepełnosprawnych. Dokonała się ona na drodze ewolucji od medycznego modelu i edukacji segregacyjnej, przez model niepełnosprawności skoncentrowany na potrzebach i edukacji integracyjnej, aż po społeczny model i edukację inkluzyjną. W aktualnie obowiązujących przepisach oświatowych gwarantowane jest pełne poszanowanie

Abstract

The article aims to show the formal context of operation of educational institutions in Poland based on the implications stemming from the assumptions of inclusive education. The starting point for the considerations is the recognition of the change in the approach to people with disabilities. It has evolved from a medical model and segregated education, through the needs-focused disability model and inclusive education, to the inclusive social model and education. The currently binding educational regulations guarantee full respect for the rights of people with

praw osób niepełnosprawnych w edukacji. W artykule sformułowana została teza, iż przy implikowaniu założeń modelu społecznego niepełnosprawności obecność rodzica w edukacji ucznia niepełnosprawnego należy uznać za warunek *sine qua non*. W toku wywodu rozpoznane zostały oraz bliżej scharakteryzowane przejawy rodzicielskiej partycypacji w edukacji włączającej w polskim systemie oświaty. Zdaniem autorki widoczne są one na dwóch poziomach: decydowania o rodzaju placówki oświatowej, do której będzie uczęszczać dziecko oraz współuczestnictwa w organizacji procesu edukacyjnego.

SŁOWA KLUCZOWE

specjalne potrzeby edukacyjne, edukacja włączająca, prawa i obowiązki rodziców, partycypacja

disabilities in education. The article proposes the thesis that when implying the assumptions of the social model of disability, the presence of a parent in the education of a disabled student should be considered a *sine qua non* condition. In the course of the discussion, the manifestation of parental participation in inclusive education in Polish educational system was identified and characterized in more detail. According to the author, it is visible on two levels: decision regarding the type of educational institution the child will attend and participation in the educational process.

KEYWORDS

special educational needs, inclusive education, parents' rights and obligations, participation

1. Introduction

Launching by schools and other educational institutions the activities necessary to create optimum conditions for the implementation of didactic, educational and care activities, providing each student with the conditions necessary for their development and improving the quality of school work, requires cooperation with parents and the local environment. It is undertaken simultaneously with the organization of educational processes and the management of the structure. It requires the most individualized approach possible because the intensity and forms of cooperation depend on the child's academic situation. It may be determined by such factors as age and the related stage of psychophysical development of the child; their belonging to a national or ethnic minority; medical condition, which makes it impossible or significantly more difficult to attend school; and family conditions related to modifications in the field of parental responsibility (Andrzejewski 2020). The case of each student is unique. Therefore, the strategy of the institution and its staff requires far-reaching flexibility in constructing a platform of cooperation and as individualised approach as possible, taking into account both the student's resources, the environmental context, and the circumstances constituting the legal status of an individual. One of the factors that significantly affect the child's educational situation is the fact that they have special educational needs.

The above mentioned category (special educational needs) is used to define a wide group of children and young people who, as a result of various conditions (such as poor health, disability, adaptation problems, and adverse environmental impact),

may experience school difficulties in standard educational conditions, which makes it necessary to organize additional assistance and sometimes specialized support for them. According to Polish education regulations, special educational needs are referred to as cases which require the education system units to launch psychological and pedagogical support (§ 2 section 2 the regulation of the Minister of National Education dated 09.08.2017). Among these cases, pupils receiving special education are distinguished. These are children and young people who require a specific organization of teaching and learning methods (Article 127(1) of the Educational Law Act, 14.12.2016, in short: UPrOświat).

2. Pupil in special education

Special education is addressed to pupils/students with a certificate confirming the need for special education issued by a public counselling and guidance centre due to their disability, the risk of social maladjustment and social maladjustment. This type of education may be provided in the form of education in nursery schools and mainstream schools, kindergartens, preschool classes in primary schools or integration classes, nursery schools and schools or special classes, other forms of preschool education and centres (youth education centres, youth sociotherapy centres, special schooling and education centres, special education centres and rehabilitation-and-education centres).

Concerning this broad group of children and young people of school age, a Polish educational institution is obliged to take action to adopt the curriculum to the identified needs and possibilities. Emphasis placed on a strongly individualized approach to the student, based on a comprehensive diagnosis of individual spheres of their functioning, results from the social model of disability developed in inclusive pedagogy and adapted to Polish conditions. This model, as opposed to the prevailing medical approach in the past (Sipowicz and Pietras 2017), assumes the obligation to eliminate barriers and create the least restrictive environment. The basis of this paradigm is, therefore, the recognition of a human being as a unique individual, having the right to self-realization, development, integration with other people, having both strengths and weaknesses (Kossakowski, 2001). Inclusive education based on this approach is identified as a non-segregation form of education for pupils with special educational needs. It seeks to implement a “one pathway” model that includes all students in the mainstream of comprehensive schooling (Al-Khamisy 2013; Wiszejko-Wierzbicka 2012).

In Poland, we can observe changes in the approach to students with disabilities¹. They evolve from the medical model and segregation education, through the needs-based

¹ In Poland, the legal framework for inclusive education dates back to 07.09.1991 when the Educational Law Act became effective, together with No. 29 Regulation of the Minister of National Education of 04.10.1993 on the principles of organizing care for disabled students, their education in publicly accessible and integrative public kindergartens, schools and institutions and the organization of special education (Journal of Laws No. 9, item 36).

disability model and inclusive education, to the social model and inclusive education (Bąbka and Nowicka, 2019). Currently, the Educational Law Act guarantees full respect for the rights of people with disabilities in education (Art. 1 sec. 6 UPrOświat). The detailed scope of activities aimed at organizing schooling, education, and care for students with special educational needs is the subject of executive regulations issued by the Minister of National Education. The adaptation of the assumptions of inclusive pedagogy in the realities of comprehensive education is associated with recognizing that the student's disability cannot be a reason for including them in individual education. This type of teaching is organized at the child's residence and applies only to cases when the health condition makes it impossible or significantly challenging for the pupil to attend school². If a special education requirement has been issued, the educational institution develops an individual educational and therapeutic programme (in short: IPET) for the student, which establishes such aspects as: the scope and manner of adapting the curriculum and educational requirements to the individual needs and psychophysical capabilities of the student; integrated activities and the range of cooperation between teachers and specialists; activities supporting the pupil's parents; the forms and period of providing psychological and pedagogical assistance to the student; or appropriate classes (including revalidation, rehabilitation, and socio-therapeutic).

Statutory safeguards mean that each educational institution should be adequately prepared to support its students (Czarnecka 2020). A model assumption emphasizes that it is not a child with a disability who should be changed and adapted to the school environment but it should be the other way round. It is the school that must be prepared to meet the individual needs of students, both non-disabled and disabled ones (regardless of the type of disability). The absence of precise organizational solutions and financial safeguards is met with polemics from theoreticians and practitioners who see real barriers to the implementation of the adopted paradigm (I. Plieth-Kalinowska 2020; Dobrzyńska 2021; Cytlak 2013). However, leaving aside the detailed argumentation of the advocates of the existing achievements regarding special and inclusive education, what is particularly important is the recognition of the role of parents/guardians of students in special education in the development of inclusive pedagogy in Poland.

Comprehensive research on the accessibility and quality of education for pupils with disabilities (Kubicki, Dudzińska and Olcoń-Kubicka 2011) shows that parents fighting for respect of their child's right to education are treated as demanding and troublesome. They are often lonely and forced to adopt the following strategies due to the institution's failure to implement the recommendations of the psychological and pedagogical counselling centre: resign from work and assume the function of a therapist/support teacher for their child; finance the support from own resources (paying for "volunteers" coming to the facility or spent classes outside the facility); transfer the child

² On the other hand, the student's health condition which hinders functioning at school and participation in individual group classes justifies the inclusion of the child in an individualized educational path, under which the student may have organized courses with the class or individually on the school premises, depending on the needs.

to integration or special institution; as a last resort – with the passage of time and the increase of powerlessness – give up the fight for support.

However, the above conclusions cannot be generalized – the group of parents of disabled students is very diverse, and their attitudes and expectations towards school and teachers, as well as the quality of involvement in the child's education, can be extremely different³. Also, constructing the profile of a parent of a disabled child based on analogy to the teacher model encounters many difficulties. On the one hand, a parent needs multidimensional help, which at school can be expressed through emotional, informational, and evaluating support (Kawczyńska-Butrym 1998). It makes it possible to emphasize the competencies of the parental function and it does not provoke the assumption of the parent's expected contribution, which overwhelms and stresses them. On the other hand, a parent is indicated as a facilitator, operating in a system of social support constructed for the needs of teachers as those responsible for implementing an inclusive teaching model (Skotnicka 2016, p. 176). Forms of help obtained from the family environment in such a relationship may involve the exchange of experiences and insights; information about the health condition of the child and visits to specialists; frequent contact; conversations about the needs of the child; or systematic work at home and the implementation of recommendations. Although it seems that the activation of these forms is a natural element leading to the inclusion of the child in the school environment, comparative studies indicate significant gaps experienced by Polish teachers in the support system (Bełza 2015, p. 178).

3. Manifestations of parental participation in special education in Poland

Manifestations of parental participation in inclusive education in the Polish education system are noticeable on two levels: decision regarding the type of educational institution the child will attend and participation in the organization of the educational process. In the pedagogical literature, it is emphasized that in addition to the opinion of specialists, a significant factor when deciding on the child's educational path should be the familiarity with the child, their capabilities, strengths, weaknesses and strategies for coping with difficulties (Cytlak 2013, p. 176); while in the area of launching inclusive activities, it is advisable for parents to cooperate with the educational institution, which

³ The image of a passive parent emerges from the research conducted by the Educational Research Institute: Grzelak P., Kubicki P., Orłowska M. (2014), *Realizacja badania ścieżek edukacyjnych niepełnosprawnych dzieci, uczniów i absolwentów. Raport końcowy*, Warszawa: Instytut Badań Edukacyjnych, p. 103-104. They show that positive opinions of parents regarding the school in which their disabled child is taught do not involve the cooperation of the parent and the school in planning education and therapy. Based on the findings regarding the lack of involvement of parents in the creation of an individual educational and therapeutic program, as well as the poor forms of their contact with teachers and the subject matter of such contact, which has been identified, the authors hypothesize that good relations with the school in many cases result not from the frequency of contacts and real cooperation, but from taking over the full tasks by the institution and the lack of involvement of the parent.

results from the natural role of parents as the first guardians and teachers, and often also great specialists and physiotherapists of their children (Twardowski 2002; McWilliams 2010).

Decision regarding the type of educational institution. The presence of parents at this stage is a consequence of the powers granted to them in the field of diagnostics and adjudicating on special educational needs. This procedure is closely related to the parents' application activity. Based on current regulations, parents/guardians of a student or a student themselves, if they are of age, submit an application for a statement certifying the need for special education to a psychological and pedagogical clinic (§ 5 sec. 1 of the Regulation of the Minister of National Education issued on 07.09.2017)⁴. Parents also have the right to participate in team meetings and present their opinion. They also agree to the participation of other people – apart from the employees of the counselling centre (teachers, educators of educational groups, specialists conducting classes with the student, and the help of a teacher or intercultural assistant). If they recognize such a need, parents can apply for inclusion in the team other counselling staff, including specialists (e.g., psychologist, pedagogue, speech therapist, doctor).

Suppose the team recognize the need to include a student in special education, then a relevant statement is issued, the content of which provides for such aspects as: diagnosis of the student's functioning, taking into account the development potential and strengths and talents of the child or student, as well as barriers and limitations occurring in the teaching and upbringing environment; the period during which there is a need for special education; the recommended conditions and forms of support; recommended developmental and therapeutic goals to be achieved during classes; all forms of special education that can be activated for the child; and the recommended ways of assessing the effects of the actions taken by the school.

The statement on the need for special education has the character of an administrative decision⁵ issued by an administrative body, i.e., a psychological and pedagogical counselling centre. Therefore, in the scope not regulated in the educational executive act, i.e. the Regulation of the Minister of National Education of 07.09.2017, the provisions of the Code of Administrative Procedure apply accordingly. They indicate (Article 30) the role of the pupil's parents as statutory representatives, i.e., entities representing a natural person without legal capacity.

The right of parents of a minor pupil/student, guaranteed in the educational regulations, to initiate administrative proceedings conducted by the adjudicating panel of a psychological and pedagogical counselling centre and their status as a representative of a party to the proceedings constitute a measure of the implementation of the

⁴ In the Educational Law Act, the criterion for special education is not a certificate on the degree of disability issued by the district or municipal disability adjudication panels, but a statement of a psychological and pedagogical counselling centre on the need for special education due to disability.

⁵ The administrative conditions of the proceedings conducted with the participation of psychological and pedagogical counselling centres were emphasized by the Provincial Administrative Court in Poznań in the order of 02.07.2014, file no. Act IV SA/Po 223/14, <http://orzeczenia.nsa.gov.pl>; The Provincial Administrative Court in Szczecin, in the order of 28.05.2015, file no. Act II SA/Sz 1224/14, Legalis 1342934.

parents' constitutional right to raise their child following their own beliefs (Article 48 of the Constitution of the Republic of Poland); and they also illustrate the process of community involvement in education, which has been taking place in Poland since the political transformation (dated in 1989). Within limits set by the principle of educational primacy, parents can develop their activity not only as applicants using the active legal standing granted to them, or as the members of teams developing IPET but also as recipients of administrative decisions as they have to respond to their content⁶.

Suppose the counselling centre issues a statement on the need for special education and recognizes the legitimacy of the diagnosis contained therein and the recommendations formulated, the parents need to choose the preferred model of disability, determining the educational path launched for their child (Olszewski and Misiak 2020).

The decision to send a child to a special school, in addition to the obtained segregation effect (separating them from non-disabled students), may be dictated by personnel considerations (well-trained staff), learning conditions (small class size), or the occupational offer (a large number of rehabilitation classes and specialized therapies) (Olszewski and Misiak 2020, p. 169; Kościółek 2019, p. 199). The choice of an inclusive school entails the child's mingling with peers and, consequently, a greater likelihood of their social integration; a circumstance in favour of including a child in a mixed group may also be a team of specialists and developed good practices in supporting and educating students with disabilities (Olszewski and Misiak 2020, p. 170). In turn, an inclusive school is an ordinary (publicly available) public school located in the place of the student's closest residence. Such a school is supposed to determine students' individual needs and strive to satisfy them (Olszewski and Misiak 2020, p. 170). To this end, barriers to the full participation of pupils with special educational needs should be identified, and action should be taken to remove these barriers. The condition for such functioning involves employing competent teachers, who respond to the needs of a child with a disability and adapt the education program to their abilities⁷. Emphasizing the need to involve all teachers in educational and therapeutic work and care is associated with abandoning the view that only specialists are responsible for a child with a disability. Therefore, teachers must adapt the educational curriculum to the child's capabilities, pay attention to their needs, and consider the specifics of disability. The expectations of educators proposed in the paradigm of inclusive pedagogy are high and require deepening knowledge and acquiring new skills – the professional competencies

⁶ Both when granting the statement and its refusal, when the team issues a decision on the lack of special education need, parents have the right to appeal to the Head of the REA (this issue is regulated in detail by § 25 of the Regulation of the Ministry of National Education of 07.09.2017).

⁷ In the studies devoted to inclusive education, the role of teachers is emphasized above all as entities whose competencies, personality, ability to empathize, and acceptance of the student influence the success in activities aimed at equalizing the rules of education for all students. See: Ainscow M. (2000), *Robić właściwe rzeczy. Potrzeby specjalne z perspektywy doskonalenia szkoły*, in: G. Fairbairn, S. Fairbairn (eds.), *Integracja dzieci o specjalnych potrzebach. Wybrane zagadnienia etyczne*, Warszawa: CMPPP MEN, p. 180.

of special educators are to be shaped in all teachers. The concern of parents having children with disabilities regarding the level of knowledge and skills possessed by teachers of mainstream institutions in the field of methods of working with a disabled child becomes one of the main reasons for their decision whether to include the child in the structures of special education or to enrol them in an integration institution. Regardless of the motivations guiding the parents' choice, it determines the educational path implemented in the near and often distant future, and in a more general dimension – adoption of a specific approach to disability (Szwed 2021, p. 71).

Participation in the organization of educational process. The implementation of the tasks entrusted to the educational institution in the field of organization of the education process requires teamwork in undertaking the activities of individual teachers and specialists and joint responsibility for its effects, taking into account parents as equal partners of the school. Their presence in education is associated with work in several areas (Czarnocka 2020). These are: involving parents in initiatives undertaken for the benefit of the child; open communication; innovative and cutting-edge activities of an organizational and methodological nature.

1. Involving parents in initiatives undertaken for the benefit of the child, such as: their participation in the meetings of the team developing the curriculum for the child in special education (IPET); making it possible for them to actively participate in a multi-specialist assessment of the student's level of functioning; their shaping the child's attitude of independence, self-service skills, expanding social competences by including the child in various forms of activity outside the school or strengthening positive relationships with peers. This may also concern support granted for parents by the school as regards responding to requests for psychological and pedagogical assistance for the child; providing parents with this type of help using various forms (advice, consultations, workshops, and training); encouraging parents to exercise their rights and taking full advantage of the school's offer.
2. Open communication. Work in this area is focused on shaping the channels of information flow which meet the standards of reliability and efficiency, i.e., on exchanging the information about a student by all the education stakeholders such as: the headmaster, teachers, specialists, and parents. This involves informing parents about the progress and difficulties of the child; obtaining and providing data on persons and institutions acting for the benefit of the child and the family; developing the psychosocial skills of parents and school staff in the field of communication skills.
3. Innovative and cutting-edge activities of an organizational and methodological nature. These activities are intended to support parents in independently seeking solutions to the problems encountered while providing the opportunities to use mutual assistance and support by external persons and institutions.

The participation of parents in the organization of educational processes is related to the goal of psychological and pedagogical assistance launched by the

institution, adopted in the Polish educational law, which is to support the student's development potential and create conditions for their active and full participation in the life of the school and society. The effectiveness of such participation is determined by the adequate recognition of the needs and psychophysical capabilities of the student and environmental factors affecting their functioning (§ 2 of the Regulation of the Minister of National Education issued on 09.08.2017). The diagnostics area is extended to include an external aspect, which requires teachers to cooperate with various entities which can strengthen their activities in supporting children and young people. In connection with the above, each teacher is expected to make systematic efforts to cooperate with parents by familiarizing them with educational and didactic tasks; integrating them into the process of children's acquiring knowledge and skills; informing about their successes and problems; including them in supporting development achievements and alleviating difficulties; informing about possible ways of supporting the child, providing tips for working with the child; and finally, informing about the offer of other institutions acting on behalf of the child (Czarnocka 2020, p. 51). The environmental context of diagnostic activities and specific forms of psychological and pedagogical support should also be taken into account in the work of specialists (educators, psychologists, speech therapists, pedagogical therapists, career counsellors, and others), which also results from the currently applicable legal regulations (§ 24-27 of the Regulation of the Minister of National Education issued on 09.08.2017).

With respect to the organization of psychological and pedagogical assistance, launched by the school in connection with, among others, special education, the Educational Law Act refers to the school's internal regulations. It means that the detailed information relating to the education, upbringing and care of children and young people with special educational needs, including this concerning the principles of cooperation with parents (cooperation in planning support and specific forms of this cooperation in the field of teaching, upbringing, care and prevention) is specified at the level of individual institutions, in their statutes (Art. 98 sec. 1 and 2 UPrOświat.). The provisions contained therein should have the value of individualizing a broad formulation of the concept of "cooperation" according to the type and specificity of the institution, in particular to the needs and capabilities of children, staff resources, as well as environmental conditions, including those relating to parents, taking into account the social context and practices developed in the course of previous work.

As regards the cooperation between school and parents of pupils in special education, this gains additional importance due to the often difficult situation of families. In the multitude of daily duties, carers of people with disabilities may not have space for other activities; therefore, declaring to organize activities in order to achieve jointly specific effects in education may turn out to be too burdensome and, consequently, unrealistic (Rola 2019, p. 257). In such circumstances, it is more reasonable to emphasize the willingness to help and provide professional support rather than to

establish partner relationships and have expectations in the form of parental initiatives⁸. A teacher working with parents to respond to the child's needs and optimize working methods is sometimes forced to assume the role of a caregiver, pushing animation activities or implementing innovations to the background. Involving parents in the school activity can be an excessive challenge, and it is necessary to minimize goals to the level of decision-making in matters concerning only their child.

Similarly, a role modification may be related to the presence in the institution of a student with a statement on the need for special education due to social maladjustment or threat of such maladjustment. In this case, the school faces the challenge of responding constructively to the disorders in the student's behaviour, which is a manifestation of the organization's functionality (Karasowska 2016). Organizing support for a child in an educational environment requires the involvement of the family and its inclusion in the school's problem-solving strategies. At the same time, it should be remembered that it becomes a link in the system of dealing with a minor and is involved in reconnaissance activities and the implementation of educational measures ordered by the family court (Jadach and Perska-Gradowska 2021). The teacher is then expected to work closely with the probation officer, and the relationship with the parents of a minor may take on a more one-way, facilitating and controlling character.

Summary

The effectiveness of an educational institution in working with a child in special education is associated with the need to integrate knowledge and skills from various fields and areas, make non-standard decisions, constantly develop competencies, also the non-didactic ones, of teachers and implement educational goals as a team. An adequate and comprehensive response to a student with special educational needs requires the involvement of various people and institutions as well as the integration of their activities. Building a coalition for the child's benefit must take into account their parents because, without their acceptance, support for the actions of the institution, as well as participating in specific activities, the social inclusion of the student is not possible. Therefore, when implying the assumptions of the social model of disability, the presence of a parent in the education of a disabled student should be considered a *sine qua non condition*.

The existing legal regulations are only a formal framework for cooperation, based on which an outline can be created about what should be required of parents and what they can expect from the school, its staff, and the education system as a whole

⁸ Olechnowicz pointed to the specific needs of parents of children with disabilities. In his opinion, "parents need help and advice to maintain their sense of educational competence because when raising a child with special needs, they suffer failures and setbacks; the child's progress is slow, hardly noticeable, the behaviour is often disturbed. Parents need advice, acceptance, and support from the teacher-educator". See: H. Olechnowicz (1979), *Wychowanie i nauczanie głębiej upośledzonych umysłowo*, Wydawnictwo Szkolne i Pedagogiczne, Warszawa: Wydawnictwa Szkolne i Pedagogiczne.

(Rola 2019, p. 252)⁹. Indeed, in the current system of dealing with disabled students in Poland, parents guarantee their child the right to receive a quality education. With a few exceptions¹⁰, they autonomously decide how the child will participate in the education system, which does not exclude the existence of significant practical limitations that may significantly determine the choice of an institution (distance of the school from the place of residence, gaps in the procedures for implementing individual solutions regarding the organization of psychological and pedagogical assistance, underestimation in the area of financing this aid from public funds) (Śliwerski 2012, p. 105). Parental involvement in subsequent stages is also visible so that the inclusion of a student with special needs in education in the mainstream can be successful. Its form, however, has a highly individualized character and does not always mean full participation in the school environment.

Therefore, the measure of parental participation in formal education and upbringing should not be based on the number of jointly initiated projects and the constant presence of parents in the activities undertaken within the framework of the didactic, educational and caring tasks of the institution, but more on the intangible communication processes based on equal relationships between stakeholders in education.

First, parents should be aware of their irreplaceability and decision-making power in key matters related to their child's education, and second, of their co-responsibility for his or her educational successes and failures. Obtaining adequate professional support in the field of satisfying the developmental and educational needs of a disabled student is associated with the attitude of openness and readiness to cooperate on the side of parents. Teachers, on the other hand, should be expected to redefine the image of a demanding parent of a student with a disability in favour of treating a parent as an equal participant in the educational process, who is not only the recipient of information and instructions (Twardowski 2012, p. 10; Taylor, Smiley and Richards 2009).

It is necessary to work on the mutual attitudes of educational entities aimed at avoiding communicative errors. At the stage of recognizing the child's needs, these errors may result in the late diagnosis of developmental disorders, which is unfavourable for the child. As special educators emphasize, late detection of disability means a delay in specialist support, and many situations also the difficulty of choosing, or even the wrong choice of the appropriate educational path (Chrzanowska 2019, p. 99). This, in turn, which raises some school problems of a student with a disability and may lead to a decision to change the educational institution (Grzelak, Kubicki and Orłowska 2014). On the other hand, at the stage of organizing the educational process, communication

⁹ The Ombudsman drew attention to the existence of an appropriate legal framework while noting the lack of relevant detailed regulations guaranteeing the proper enforcement of the right of persons with disabilities to inclusive education. See Komentarz do realizacji art. 24 Konwencji o prawach osób niepełnosprawnych (2018), Informacja Rzecznika Praw Obywatelskich o działaniach podjętych przez Rzeczpospolitą Polską w celu implementacji postanowień Konwencji o prawach osób niepełnosprawnych w latach 2015-2017, Warszawa.

¹⁰ The exception is special education due to social maladjustment or social maladjustment risk.

errors may result in a mutual lack of understanding, shifting responsibility to the other side, excessive expectations, and a sense of loneliness in working with a child. This does not contribute to better results in rehabilitation and education; it may even lead to increased conflicts and confrontations, which are resolved at the level of the headmaster or pedagogical supervision bodies.

It is not the task of the law to interfere in the communication area between parents and teachers – it is instead an educational challenge related to the pedagogy of parents, the acquisition of soft skills by teachers, or shaping a positive climate of the institution. The formal context of the institution's operation can either facilitate or hinder efforts to develop relations based on dialogue. One thing is clear, in inclusive education, in which the success of rehabilitation, therapeutic and didactic treatments depends primarily on the quality of cooperation between parents and the school, joint work for the child's benefit is a crucial task of the school and the primary duty of parents.

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