SPECIALIZED EDUCATIONAL SERVICE AS A MEANS OF ENHANCEMENTING THE RIGHT TO ACCESS AND PERMANENCE OF PEOPLE WITH DISABILITIES AT SCHOOL

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ABSTRACT

Purpose: Within this theme, the objective was to analyze the history of special education, going from the distant past to the present, presenting the evolution of this type of teaching, its perspectives and interpretations, as well as identifying the main legal norms that discuss rights of students with disabilities.

Theoretical background: It concerns the school inclusion of students with disabilities based on the insertion of the specialized educational service room in the school environment.

Methodology: It is inferred that a qualitative study was developed using documentary and bibliographical research.

Results and conclusion: Through this research, it was concluded that individuals with disabilities are being gradually inserted into school spaces thanks to actions promoted by the State, however there are still many actions to be done so that inclusion school is fully manifested.

Research implications: The study advances in verifying Specialized Educational Assistance as a fundamental tool to realize the right to inclusive education, ensuring that people with disabilities have access, participation and effective permanence in the school environment.

Originality/value: It is expected that this work can bring great contributions to the topic covered, considering that the subject is little discussed despite its great relevance to the area of law, education and society in general.

Keywords: School Inclusion, Specialized Educational Service, Rights, Duties, Education.

O ATENDIMENTO EDUCACIONAL ESPECIALIZADO COMO MEIO DE EFETIVAR O DIREITO AO ACESSO E PERMANÊNCIA DAS PESSOAS COM DEFICIÊNCIA NA ESCOLA

RESUMO

Objetivo: Dentro dessa temática, objetivou-se analisar o histórico da educação especial, perpassando desde o passado distante até o presente, apresentando a evolução dessa modalidade de ensino, seus olhares e interpretações, bem como identificar as principais normas legais que dissertam acerca dos direitos dos educandos com deficiência.

Referencial teórico: Se trata a respeito da inclusão escolar do educando com deficiência a partir da inserção da sala de atendimento educacional especializado no ambiente da escolar.

Método: Infere-se que foi desenvolvido um estudo de natureza qualitativa com o uso de pesquisa documental e bibliográfica.

Resultados e conclusão: Por meio dessa pesquisa, chegou-se à conclusão de que os indivíduos com deficiência estão sendo inseridos de forma gradual nos espaços da escola graças às ações promovidas pelo Estado, no entanto ainda existem muitas ações a serem feitas para que a inclusão escolar se manifeste de maneira plena.

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Specialized Educational Service as a Means of Enhancing the Right to Access and Permanence of People With Disabilities at School

Implicações da pesquisa: O estudo avança em verificar o Atendimento Educacional Especializado como uma ferramenta fundamental para concretizar o direito à educação inclusiva, garantindo que as pessoas com deficiência tenham acesso, participação e permanência efetiva no ambiente escolar.

Originalidade/valor: Espera-se que esse trabalho possa trazer grandes contribuições para a temática tratada tendo em vista que o assunto é pouco discutido mesmo diante de sua grande relevância para a área do direito, educação e para a sociedade de modo geral.


1 INTRODUCTION

The purpose of this work is to present a historical approach to special education, from the distant past to the present, presenting the evolution of this mode of teaching, its looks and interpretations. We also want to analyze the legal part that supports people with special needs, both in the educational issue and in the perspective of social inclusion. This analysis will take place based on the documents that govern our education system.

As a guiding axis we have policies of special education in an inclusive perspective that present today specialized educational care (ESA) as one of the forms of complementary or supplementary pedagogical support to students with disabilities, global development disorders and high skills with a view to meeting their learning needs (BRAZIL, 2008).

The insertion of students with disabilities in basic education implies the adoption of new administrative and pedagogical behaviors that translate into a practice that meets their needs in the processes of schooling in the regular classroom and in the pedagogical work carried out in the Specialized Educational Attendance - ESA.

In this way, we divide the work into the following topics: Brief history erased; School Inclusion and ESA; The difference between the regular room, clinical care and ESA; The laws that concern the inclusion of learners with disabilities; The role of the family in the inclusion process; The training of teachers for ESA; Methodology; Results and Discussions.

With this, the intention of proposing a quality education for all is of extreme importance an ideological reconstruction that contributes significantly with improvements in the educational process so that this, reviewing concepts and paradigms with the purpose of reorganization in the Brazilian education system.

2 BRIEF STORY OFF

In Brazil, specialized educational assistance was directed only to people with disabilities, these were separated from the rest of the population that did not present explicit differences or characteristics that characterized it as "abnormal". In this way, special education was constituted as a specific field of activity, often without communication with common education. This separation materialized in the existence of a parallel system of education, so that the care of students with disabilities occurred in an incisive manner in places separate from the other students. Such a system showed an exclusionary and segregating character and was the fruit of his time.
At this time, it was believed that the separation of "normal" and "abnormal" students would bring benefit to everyone in the educational process, which produced a false sense of social inclusion. During this period, various pieces of research were carried out in European countries with the intention of identifying the reasons for which they led the pupils to attend public education, but did not benefit totally from it. An example of such research is the studies of Alfred Binet (1857-1911) and Theodore Simon (1872-1961) who began their work in measuring the intelligence of French children enrolled in their schools. In 1905, the aforementioned authors published an intelligence scale whose aim was to measure the development of children's intelligence according to mental age.

According to Monarcha (2007), in Brazil, this scale was applied under the guidance of Clemente Quaglio (1872-1948) in the São Paulo state capital. The results were published in the work "The solution of the social pedagogical problem of the education of the abnormal childhood of intelligence in Brazil" in 1913. Concern to identify "normal" and "abnormal" was widespread in the medical-pedagogical science of several countries. As proof of this concern, we present the passage of an article by the Italian Ugo Pizzoli (1863-1934), published in Brazil in 1914 in the educational magazine of the time:

The external aspect (general attitude, physiognomy, clothing, spontaneous posture) characterizes and reveals the psychological condition of the child [...] The first care of the teacher will be to distinguish the average normal intelligent type from the weak type of spirit (imbecility, deficiencies by developmental stops, delays, etc.) (PIZZOLI, 1914, p. 2)

The practice of identifying possible "abnormal" students was requested from the teacher to organize homogeneous classrooms. Rocha (1979) identifies two fundamental works for the education of "abnormals" at this moment: Clemente Quaglio's "Education of Abnormal Intelligence in Brazil" and Basilio de Magalhães's "Treatment and education of abnormal children of intelligence". These works were written in 1910. In this sense, it is worth pointing out that, different from the trend of the time, the studies of Basil of Magellan concluded that the coexistence of abnormal and normal students was beneficial from the emotional and economic point of view.

In addition, records have been found of enrollment of students with disabilities in private and state schools since the late 19th century. With this, it is possible to say that, in the country, the organization of specialized institutions was the point of reference for attending to these people. In 1933, a decree instituted the code of education in the state of São Paulo. This document made this preference clear and indicated the implementation of special classes when this was not possible, in verbis:

Part VII
Specialized education
Rule 824
Of the types of specialized schools:
a) schools for the weak
b) schools for the mentally handicapped
c) segregation schools for contagious patients
d) schools attached to hospitals
e) school colonies
(f) schools for the blind
g) schools for the deaf and dumb
h) orthophonic schools
(i) school for the education of offenders.
Where it is not possible to set up autonomous specialized schools ... classes for these special purposes shall be organized in the school groups. (SAO PAULO, 1933)

Under the supervision of public health inspection bodies, the organization of special public classes and referral to specialized institutions took place based on the scientific justification of separation of "normal" and "abnormal" students. At that time, Brazil was going through a process of economic change with the installation of its industrial park and the start of the movement for the growth of the cities, which started to receive the population that had previously lived in the countryside, the known phenomenon called rural exodus. In this manner, there was a significant increase in the number of enrollments in Brazilian schools. The attendance of the poor population in public schools became more evident and the laws of the time recorded concern about the state of this population. Once again, we bring to the light of this discussion a legal provision provided for in Decree No. 5.884/1933, in litteris:

Rule 826
Schools for the physically weak are intended for undernourished or growing children who need special school work arrangements in order to reintegrate them into physical normality. (SAO PAULO, 1933)

Jannuzzi (1985) and Bueno (2004) recall that the concern with mental disability reflected the concern with the hygiene of the population. Article 825 of Decree No. 5,884/1933 stipulates:

The recruitment of students for these different schools, except for those indicated in the letter "h", of the previous article, should be done by the School Health and Sanitary Education Service, which will request the cooperation of the Psychology Service and the various institutions or specialized services of the Education Department. (SAO PAULO, 1933)

Although compulsory Brazilian schooling until the 1960s was only four years, referring to the old primary course, its coverage was small, reduced to a small portion of the population. A report by UNESCO, dated 1963 and published in Brazil only in 1982, confirms this information, warning that while many European countries had already achieved universalization in compulsory education and had registered a great expansion in second-degree education, other countries were unable "to enroll more than the minority of children of primary school age and are far from having taught the whole population to read and write" (UNESCO, 1982, p. 11).

In the late 1980s, an inclusive movement emerged that challenges any situation of exclusion, based on the principle of equal opportunities in social systems, including the school system. This worldwide movement has as its precepts the right of all students to attend regular school and the appreciation of diversity, in such a way that differences become part of the statute of the institution and all forms of building learning are considered in the school space. From this moment on, the difference begins to be seen with a positive look and that adds to the curriculum together with the various experiences experienced by the students.

3 SCHOOL INCLUSION AND ESA

In a quick historical view of the schooling of people with disabilities it is possible to visualize that these subjects were explicitly abandoned on the fringes of society in a more forceful way. Currently, through the laws in force and the valuation of humanistic concepts, there is a remarkable behavioral change in many social segments, which see in people with
some "difference" greater possibilities of social inclusion, having school as a referential space of important conductor.

In this line of reasoning, Mazzota (1999) states that until the end of the eighteenth century conceptions related to supernatural, spiritual causes were attributed to deficiencies, with an almost total absence of any scientific interest, as well as conceptions such as the understanding of minorities, social or individual inequalities.

With the change of scenery, schools assume an important role in building teaching and learning processes that target all students, including students with disabilities. Education begins to assume its role as agent of social transformation, reducing the social and economic inequalities of the people who are inserted in its system, as well as providing improvements in the quality of life and well-being for individuals.

For Fernandes (2014), in the nineteenth century, the first research outlines about the care of people who at that time suffered from some disability, also involving pedagogists, starting from class interests, associating clinical practice with educational methods, based on the functional differentiation of individuals. Thus, starting from this period, the first educational actions directed towards students with disabilities can be perceived, even under the segregationist umbrella.

In the 70s, the Brazilian school was demarcated by the philosophy of integration that presented the principle of the inclusion of students with disabilities in regular schools, however from the point of view of educating themselves in line with teaching strategies, and not, the school adapting itself to the learner. The student could be integrated into the same space as the students without disabilities, but from the pedagogical point of view, divergences occurred. In the light of the foregoing, it is clear that these differences refer to the differentiation of pedagogical proposals with teachers, curricula and pedagogical organization parallel to the organization directed at so-called normal students.

At present, the inclusive perspective is the prerequisite in the legal and pedagogical directions that guide public educational policies. The policy dimensions can contribute to the recognition of learning rights of students with disabilities in basic education. This new education bias that presents an inclusive and socializing nature has implications for pedagogical and administrative practices, as well as suggesting new conceptions and teaching attitudes in relation to the teaching and learning processes of these learners.

The relationship of ESA's policy guidelines and their materialization in school is related to the various contexts and situations that range from the qualification of education professionals to the provision of physical structures in schools and differentiated pedagogical support to meet the educational objectives proposed to supply the schooling processes of students with disabilities (OLIVEIRA, 2004). Schools are gaining new formats and alterations in their physical structure, as examples of this are the creation of access ramps for wheelchairs or special marks on the ground for access to the blind. Accessibility and school inclusion are beginning to become very frequent words in academic debates and within the school.

ESA design is interlinked with the perception of disability involving both biological aspects, i.e. long-term physical, intellectual, or sensory impediments, and the social dimension, i.e. interaction with various barriers. Some educational professionals, supported by pathological intellecations of disability, feel difficulties in doing pedagogical directed towards all students, including those with disabilities. This demonstrates that there is a need for training of education professionals to adapt to education of an inclusive nature, it is not enough for the physical spaces of the school to be adequate if educators and other professionals do not know how to meet these new needs that arise with the presence of students with disabilities in the school space.
Specialized Educational Service as a Means of Enhancing the Right to Access and Permanence of People With Disabilities at School

The ESA is a special education service, the same is carried out in the period opposite to that attended by the student in regular education, and its offer is obligatory to all public students of special education. In addition to students with disabilities, ESA is targeted at people with high abilities/overendowment, individuals who have an above-average capacity and motivation for the various areas of human knowledge, alone or combined, are: intellectual, leadership, psychomotor, academic, arts and creativity.

In view of this, the school has as its main role to offer early enrollment for students with disabilities and high skills, as well as to perform ESA enrollment. If this assistance does not take place in the school where the student is enrolled, it should be forwarded to another school or specialized center that has the ESA. The ESA's relationship with regular schooling can promote access and conditions for quality education and becomes a very relevant contribution.

Inclusive education takes center stage in the debate about contemporary society and the role of school in overcoming the logic of school exclusion and the negative expectations regarding school learning of students with disabilities. Inclusive education breaks the built-up idea, of a prejudiced and backward nature, that students with disabilities should learn separately from other students, said as normal. The school space is for everyone, students with or without disabilities.

There are many obstacles to overcome for inclusive education to be a reality in all schools in our country. Not all schools have the necessary size to provide access and permanence for students with disabilities, which violates the universal right to education. Thus, obstacles of a financial nature are observed, such as the absence of reforms in school spaces or the lack of receiving adequate pedagogical and didactic materials, as well as obstacles of a human nature and qualification, such as the unpreparedness in the treatment of teachers with the diversity of needs presented by students with disabilities or the scarcity of educational professionals in the face of a great demand of learners.

Faced with the most varied challenges posed by the need to make the educational process real, in a truly inclusive dimension, the planning and pedagogical know-how of teachers gains a unique relevance, since it is a fundamental element for the organization of educational work at institutional level, as well as for the practices that develop in the classrooms from the interaction of the various professionals responsible for teaching students with disabilities (OLIVEIRA; MENDES, 2014; VIEIRA; MARTINS, 2013).

4 THE DIFFERENCE BETWEEN REGULAR ROOM, CLINICAL CARE AND ESA

Just as the inclusive movement demands structural changes for the common and special schools, he also proposes that there be an articulation between the different professionals involved in this process. In the school environment, there is an enormous difficulty for teachers to differentiate between specialized educational care, regular classroom and pedagogical support. The dialog between the various professionals is necessary for the deepening and better performance of either the educator, the teacher or the specialist.

However, dialog only takes place when the parties do not assume a position of superiority of knowledge and domination over the other. Multifunctional resource rooms are spaces within the regular school where specialized educational care is carried out for students with special educational needs by developing learning strategies centered on a pedagogical deed that favors the construction of knowledge, by the educators, so that they develop the curriculum and participate in school life.

In this way, in order for each space to be organized and fulfill what is proposed, without occupying or overlapping with the work of the other, it is necessary to highlight the main concepts in relation to the school spaces that currently exist.
We can define the regular classroom as being the educational space responsible for the integral formation of the learner and his preparation for social life regulating. The school, as well as the family, has essential functions in the development and formation of individuals as citizens, professionals and mainly as human beings. It is up to the school to introduce the student into the social, cultural and scientific world, that is, it is up to the school to socialize universal knowledge.

On the other hand, it can be inferred that specialized educational assistance aims to broaden the starting point and arrival point of the learner in relation to their knowledge, as well as to identify, elaborate and organize pedagogical resources and accessibility that eliminate the barriers for the full participation of the learners, considering their specific needs. This service should complement and/or supplement the training of students with a view to autonomy and independence in school and beyond. The ESA works with the particular knowledge of the educator, what he brings from home, his convictions aiming to foster a relationship with the different knowledge of what he possesses, extend his personal autonomy and guarantee other forms of access to knowledge (such as through Braille, Libras, use of technology, use of different thinking strategies, etc.).

Therefore, we have that the clinical care is concerned with the specific symptoms, the pathologies presented in each area, which are worked in such a way as to overcome or rehabilitate the individual in the manifestations that occur. We can cite as an example the performance performed by the speech pathologist who works with the difficulties of expressive or receptive language improving the conditions of people in this aspect. Another example that we can bring to light in the present discussion is the work of the physiotherapist who seeks to improve the lost movements, among other specialties.

In short, clinical care is essential for the success of the evolution of the cases of people with intellectual disability. However, this care should never overlap with school education and specialized educational care. It is very important that all three areas of knowledge - clinical, school and specialist - complement each other and work towards the same objective, namely the development of people with disabilities.

5 LAWS CONCERNING THE INCLUSION OF EDUCATORS WITH DISABILITIES

The Federal Constitution of our country, promulgated in 1988, guarantees in Article 3, paragraph IV, that the Federal Republic of Brazil's intention is "to promote the good of all, without prejudice of origin, race, sex, color, age and any other forms of discrimination". In this sense, it is noted that the country has a commitment to protect the well-being of all from the encouragement of diversity and the repression of prejudice.

On inclusion, we can present another legal device that addresses the issue and is of indispensable importance for this article. The Federal Constitution establishes the principle of equality in the caput of Article 5, in verbis: "All are equal before the law, without distinction of any nature, guaranteeing Brazilians and foreigners residing in the country the inviolability of the right to life, liberty, equality, security and property".

The principle of equality states that everyone should be treated in the same way and that there should be no distinction of any nature between individuals, i.e. all persons, whether disabled or without, should be treated with respect and dignity, because no person is better or worse than the other, both share the same nature, human nature.

Furthermore, the Federal Constitution guarantees in its Article 205 that education "is the right of all and the duty of the State and the family". Next, in Article 206, it establishes equal conditions for access to and stay in school. Specialized Educational Care, offered
preferably in the regular education network, is also guaranteed in the Federal Constitution in section III of article 208.

Therefore, the Federal Constitution guarantees to all students attendance in regular education based on the principle of equality. Thus, every student has the right to be enrolled in regular education and the school has the duty to enroll all learners, and should not discriminate against anyone on the grounds of a disability or on any other pretext, because this would be a clear affront to the basic principles governing our society.

Another important document dealing with the topic of school inclusion is the World Declaration of Education for All, which was adopted in Jomitien, Thailand, in the year 1990. This statement aims to ensure that the basic learning needs of all children, young people and adults are met. The existence of this document demonstrates the interest of international society in providing educational care for people with special needs and shows what actions are being taken to expand the rights of people with disabilities.

Article 3 of the Declaration deals with the universalization of access to education and the principle of equity. Specifically regarding the education of students with disabilities, the document states:

The basic learning needs of people with disabilities require special attention. Measures must be taken to ensure equal access to education for people with all types of disability, as part of the education system. (WORLD CONFERENCE ON EDUCATION FOR ALL, 1990)

Therefore, that Declaration affirms the right of all persons to education, ensuring equal access and permanence for persons with disabilities. This document brings a commitment among countries in the search for school inclusion and requires active action by them from the creation of public policies and affirmative actions in order to promote the inclusion of the disabled in the school space.

Law No. 7,853/89, on the other hand, provides for the compulsory and free provision of special education at public educational establishments. The aforementioned homeland legislation considers it a crime to refuse students with disabilities in educational establishments of any course or degree, public or private.

Finally, there is the Law on Guidelines and Bases of National Education (LDBEN), also known as Law No. 9394/96, which shows that the education of people with disabilities should be given preferably in the regular education network, and it is the duty of the State and the family to promote it. The objective of the school, according to LDBEN, is to promote the full development of the educator, preparing him for citizenship and qualifying him for work.

In this way, it is important to highlight that the aforementioned legislation guarantees in its article 59 that the education systems will ensure to the learners with special needs: curricula, methods, techniques, educational resources and organization specific to meet their needs; specific terminality for those who cannot reach the level required for the completion of elementary education, due to their deficiencies, and acceleration to complete in less time the school program for the gifted.

6 THE ROLE OF THE FAMILY IN THE INCLUSION PROCESS

The process of inclusion is still beginning within the family environment, with the objective of building a society without prejudice. However difficult it may be to overcome the family when knowing that they are waiting for a child with a disability, it should go in search of accompaniment with qualified professionals within the area of specialized care, since the
family is the one who spends the most time with this individual with special needs. With this, the phase of acceptance is complicated, but essential for the child to be accepted by society as well.

The public authorities have a very important role to play within this family, because they have a duty to ensure health and well-being for all. It is clear that this is a delicate situation and that in some cases the monitoring of psychologists is necessary. Some parents have to understand that the child that is going to be born is the fruit of the love of the two and this individual is the same as any other child, what is going to differentiate from the others is just that it will need some special care and a greater attention.

The interaction of the family in the educational process of the child is undoubtedly of great importance for the success of the educational inclusion of the disabled person. The family must be guided and motivated at all times so that it feels confident in this process of construction as regards the future of its child. Knowing the rights and resources available to better conduct this process of development of children with disabilities in school is to ensure a better quality of life and inclusion in the society in which they are inserted. This information helps parents face difficulties encountered throughout their children's lives by providing a foundation and adequate structure for education.

By playing these roles, the family not only contributes to the educational success of the child with disabilities, but also promotes an inclusive culture in the school community and society at large. The partnership between family, school and other professionals is essential to create an environment that supports the growth and full inclusion of the child, which can bring about a significant change in the way education is done and in the way people see the teaching-learning process.

For Mônica Santos (1999), between the family and the school, both have to take on a commitment of a more reciprocal relationship, where the responsibilities are duly divided equally between them. In fact, as the author rightly points out:

As regards family-school relations, it is essential to make a commitment to reciprocity. On the one hand, the family, with its experience and practical wisdom about its children. On the other, the school with its coexistence and no less practical wisdom about its students. It has to be understood that these same learners are also the children, and that the children are (or will be) the students, that is, it is up to the two most basic institutions of the learned societies to commit themselves to getting close on a more horizontal plane, of a more equal distribution of responsibilities. (SANTOS, 1999, p. 05)

Starting from this view, it can be seen that the school and the family share social, political and educational functions. Both school and family are agents of social transformation and contribute directly to the formation and full development of the citizen.

Therefore, it is fundamental to promote collaboration between school and family, since one influences the progress of the other and therefore need to go side by side, in order to promote the progression of learning of individuals.

7 TEACHER TRAINING FOR ESA

In general, continuous training has the objective of teaching new knowledge and making it possible for education professionals to become acquainted with science. Certainly, this knowledge and new knowledge also foster new theoretical discussions and current practices. In this way, it is pointed out that the ongoing training of these professionals is often sought by
teachers with the intention of favoring possible changes, seeing improvements in pedagogical performance in the school and in education in general.

The thinking of continuous formation in any area is a necessity imposed by the changes of paradigms, by technological advance and by the continuous discoveries that open spaces for uncertainties in the existing knowledge. In this sense, it is verified that it no longer makes sense for the professional of education to think that upon finishing his initial academic education he has completed his education and that he will no longer need it is innovating in the affairs of the present day. Theoretically, this professional is ready to act professionally, since he has received a degree, however if he does not seek to improve constantly will become synonymous with backsliding and will not be able to meet the new educational demands that arise.

When we report to the ESA professor, we consider that this professional has recently established itself in the framework of Brazilian education as a response of the Public Power to the needs of changes in the scope of schools to meet an inclusive agenda. Considering the incipient existence of this professional, in the country, undergraduate courses do not generally provide specific disciplines for their formation. In this way, it remains in charge of the continuing training the preparation of this professional for his work in the multifunctional resource rooms.

The teacher, exercising his role as mediator, should promote equal teaching and without inequality, since when it comes to inclusion we are not only talking about students with disabilities but about the school as a whole, where diversity should stand out for its uniqueness in the search for the formation of citizens for society.

The school together with the teacher need to rethink their teaching strategies so as not to be trapped in the classroom's delimited space. In the light of the above, it can be seen that it is necessary to rethink the pedagogical practices even in a new class management, because the idea of control is still very strong, particularly when one speaks of delimitation of space. In this sense, it is up to the professor from the AEE to identify the specific need of each pupil, to draw up his attendance plan and to implement it.

The National Policy of Special Education in the Perspective of Inclusive Education ratifies the importance of teacher training in its Chapter IV "Objective of the National Policy of Special Education in the Perspective of Inclusive Education", in litteris:

The National Special Education Policy [...] aims to ensure the school inclusion of students with disabilities, [...] guiding the education systems to ensure: access to regular education, provision of specialized educational care; teacher training for specialized educational care and other education professionals for inclusion [...] (BRASIL/MEC/SEESP. 2008, p.14).

The Law on inclusive education policy notes that teacher training becomes an essential part of the inclusion of people with disabilities. The education teacher should be seen as the facilitator in the course of implementing school inclusion. Thus, with the institution of the Law of Guidelines and Bases of National Education, the importance of continuing education becomes explicit. The forecast of this continuing education is found in the third paragraph of Article 63, in verbis: "Art. 63 - The higher education institutes will maintain: III - continuing education programs for the education professionals of the various levels". We can also find provisions of this nature in section II of article 67, in these terms: "Art. 67 - The education systems will promote: II - continuous professional development, including with periodic paid licensing for this purpose."

In the light of the above, it should be noted that the continuous training of the ESA's professional is of great relevance to the current reality, considering that the tasks assigned to it for specialized care are relatively new, dating, initially, from 2008 (Decree No. 6.571/2008)
and being ratified by Decree 7611/2011, which provides for special education, ESA and provides other provisions.

In the light of the above, we observe that the continuous training of ESA teachers takes place through the ESA specialization courses developed in agreements signed between universities and the MEC/FNDE, in addition to training courses aimed at the specific areas of disability and inclusion held in own institutions.

We understand, in these circumstances, that the teacher training of the ESA teacher is an imminent necessity, through the inclusion and permanence of students with disabilities, since legally the reference of this training is explicit in the normative documents that guide Brazilian education.

8 THE ROLE OF THE COMMUNITY IN THE PROCESS OF INCLUDING CHILDREN WITH DISABILITIES IN SCHOOL

The community plays a crucial role in the school inclusion process of children with disabilities. Their active participation and support are key to creating an inclusive environment that promotes the full development and learning of all students. Community awareness and acceptance of diversity are key elements in establishing an inclusive culture. Collaboration between schools, families and community members is essential to ensure that the individual needs of children with disabilities are understood and met effectively.

In addition, the community can play a significant role in removing physical and social barriers, ensuring that public spaces and schools are accessible to all. Promoting inclusive events, activities and programs involving the active participation of children with disabilities contributes to strengthening social ties and building an inclusive mentality.

Supporting local organizations, volunteers and businesses in implementing inclusive initiatives can create additional opportunities for children with disabilities to participate fully in the community. By recognizing and valuing diversity, the community not only enriches the educational experience of children with disabilities, but also promotes a fairer, fairer and more inclusive society for all.

9 THE NEED TO MONITOR CONTINUOUS ASSESSMENT FOR IMPROVEMENT OF SCHOOL INCLUSION SYSTEMS

The process of school inclusion of the child with disabilities requires a comprehensive approach of ongoing monitoring and assessment to ensure that the educational environment is truly inclusive and meets the individual needs of each student. This dynamic cycle of assessment is not limited to academic performance alone, but covers social, emotional and physical aspects, recognizing the complexity of the educational experience of the child with disabilities.

First, teachers play a key role in providing regular reports on the child's progress. These reports should focus not only on academic results, but also on observations about social interaction, participation in activities, and emotional development. Close collaboration between teachers and parents is essential to get a complete picture of the child's experience, as parents can provide valuable information about the home environment and the child's response to inclusion practices.

The assessment of school infrastructure is a key part in this process. It is necessary to identify and remove any physical or technological barriers that may hinder the full participation of children with disabilities. Accessibility should be addressed holistically, from adapted ramps and toilets to accessible technological resources and teaching materials.
Continued education of educators is an essential element to ensure that they are up-to-date with best practices and inclusive education strategies. This training not only empowers teachers to adapt their pedagogical approaches, but also fosters a school culture that values diversity and inclusion.

Incorporating direct feedback from the child is crucial to understanding their experiences and perceptions within the school. Understanding how children feel about the school environment, interactions with peers, and pedagogical approach can guide specific adjustments to meet their individual needs.

Based on ongoing assessments, adjustments and improvements to inclusion strategies need to be implemented. These adjustments may involve modifications to pedagogical practices, provision of additional support, adaptations to infrastructure, or the introduction of assistive technologies.

Ultimately, continuous monitoring and assessment are essential to ensure that school inclusion is a dynamic and adaptive process. This not only meets legal requirements, but creates an educational environment that constantly evolves to provide an enriching, equitable and inclusive educational experience for all children.

10 METHODOLOGY

The present work is characterized by qualitative research, because it was constructed through analyzes of subjective aspects of the social phenomenon that was the subject of study, in the case of the article in question, was the study of the inclusion of the individual with disabilities through the insertion of ESA in the school environment.

In addition, this article is classified as a documentary and a bibliographic research. Two methods that demonstrate the observer character of this article, fundamental procedures for achieving scientific knowledge. Bibliography, because it sought to analyze the published materials, such as books and scientific articles. Documentary, because the research has expanded in the sense of studying the data present in archives and publications of public order, such as legislation.

11 RESULTS AND DISCUSSIONS

Research on school institutions addresses gaps in structural and pedagogical accessibility. There are few actions in the bodies responsible for education that transform the inclusive character of education into reality, which are present in the official texts. Some pedagogical initiatives are confronted with the lack of minimum structures and adequately trained human resources to cater for the diversity present in the classrooms.

Thus, it can be inferred that the high rate of school failure diagnosed by means of large scale evaluation processes, such as the Index of Basic Education Development - IDEB, carried out in recent years, attest that the school has not been able to provide learning to all its learners, regardless of the disability condition.

However, such reality indicates that for inclusive education to take place and reflect on satisfactory responses in the educational field, significant changes are indispensable in several aspects of the school, among which is the continuing training of education professionals and the articulation of individualized proposals in ESA.

The ESA room represents an important step forward in providing school inclusion for learners with disabilities, however it is of paramount importance that such actions are implemented along with others in public schools of different social realities across the country. Finally, we believe that more spaces dedicated to school inclusion should be inserted into the
educational environment, with the ESA room being a space of paramount importance for the advancement of full inclusion.

12 FINAL CONSIDERATIONS

Finally, it is concluded that in order to fully achieve the inclusion of the disabled person in schools, there must be a suitable space for this, either on account of physical facilities or by professionals trained to accommodate the diverse needs of these students with special care.

Moreover, the family, education professionals and the state must act decisively in the school environment so that children with disabilities can live and study together with other pupils. This co-existence must be motivated by solidarity, cooperation and friendship with the aim of welcoming both in the school environment.

Therefore, it is stressed that the legal provisions and provisions will serve no purpose unless all actors involved in the teaching-learning process are committed to providing access and permanence to the learner with disabilities. Thus, we highlight that there are still many advances to be achieved and developed around the rights of disabled learners, but the implementation of ESA shows us that we are moving in the right direction. In this way, Specialized Educational Care emerges as a fundamental tool to realize the right to inclusive education, ensuring that people with disabilities have access, participation and effective permanence in the school environment, thus promoting the construction of a more just and egalitarian society.

REFERENCES


