

**THE INCLUSION OF STUDENTS WITH DISABILITIES IN PUBLIC SCHOOLS OF
A CITY OF THE INTERIOR OF CEARÁ: THE VIEW OF SCHOOL MANAGERS**

***A INCLUSÃO DE ALUNOS COM DEFICIÊNCIA EM ESCOLAS PÚBLICAS DE UMA
CIDADE DO INTERIOR DO CEARÁ: A VISÃO DOS GESTORES ESCOLARES***

***LA INCLUSIÓN DE ALUMNOS CON DISCAPACIDAD EN LAS ESCUELAS
PÚBLICAS DE UNA CIUDAD DEL INTERIOR DEL ESTADO DE CEARÁ: LA VISIÓN
DE LOS GESTORES ESCOLARES***



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ABSTRACT: Social inclusion is a means and a fundamental factor for the development and equity of the Brazilian nation. The objective of this study was to analyze the view of school managers in a municipality in the interior of Ceará about the inclusion process of students with disabilities. This study is exploratory, descriptive, and with a qualitative approach, being carried out from August to November 2022, having as research field three public schools in the municipality of elementary school. Data collection was performed through interviews. The research had the participation of 4 school managers, who signed a Free and Informed Consent Form agreeing to participate in the study. It can be highlighted that in the chosen institutions, students with disabilities have already been inserted in their scope; therefore, these characteristics strengthen experiences closer to the expectations deposited in the school. After data analysis, we can conclude through research with the participating school managers that there is a low number of students with disabilities in the schools evaluated, and this result provokes the reflection of whether there would be other people with school-age disabilities who could be included and studying in these institutions, a fact that deserves to be investigated in other studies.

KEYWORDS: Inclusion. School. Student with disabilities.

RESUMO: *A inclusão social como meio e fator fundamental para o desenvolvimento e a equidade da nação brasileira. Tendo este estudo como objetivo analisar a visão de gestores escolares de um município do interior do Ceará, sobre o processo de inclusão de alunos com deficiência. Este estudo é do tipo exploratório, descritivo e com abordagem qualitativa, sendo realizado no período de agosto a novembro de 2022, tendo como campo de pesquisa três escolas públicas do município de ensino fundamental. A coleta de dados foi realizada através de entrevista. A pesquisa contou com a participação de 4 gestores escolares, que assinaram um Termo de Consentimento Livre e Esclarecido aceitando participar do estudo. Pode-se destacar que nas instituições escolhidas, já tiveram inseridos em seu âmbito alunos com deficiência, portanto, essas características fortalecem experiências mais próximas das expectativas depositadas na escola. Após a análise dos dados, chegamos à conclusão, através da investigação com os gestores escolares participantes, de que há um baixo número de alunos com deficiência nas escolas avaliadas. Este resultado levanta a reflexão de se não haveriam outras pessoas com deficiência com idade escolar que poderiam estar sendo incluídas e estudando nestas instituições, fato que merece ser investigado em outros estudos.*

PALAVRAS-CHAVE: *Inclusão. Escola. Aluno com deficiência.*

RESUMEN: *La inclusión social como medio y factor fundamental para el desarrollo y la equidad de la nación brasileña. Este estudio tiene como objetivo analizar la visión de los gestores escolares de una ciudad del interior de Ceará, sobre el proceso de inclusión de estudiantes con discapacidad. Este estudio es de tipo exploratorio, descriptivo y con abordaje cualitativo, siendo realizado en el período de agosto a noviembre de 2022, teniendo como campo de investigación tres escuelas públicas del municipio de enseñanza básica. La recolección de datos se realizó a través de entrevistas. La investigación contó con la participación de 4 gestores escolares, que firmaron un Consentimiento Informado Libre aceptando participar en el estudio. Se puede destacar que las instituciones elegidas ya han tenido estudiantes con discapacidad insertados en su ámbito, por lo tanto, estas características fortalecen experiencias más próximas a las expectativas depositadas en la escuela. Después del análisis de los datos, concluimos, a través de la investigación con los gestores de las escuelas participantes, que existe un bajo número de estudiantes con discapacidad en las escuelas evaluadas. Este resultado plantea la reflexión de si no habría otras personas con discapacidad en edad escolar que podrían estar siendo incluídas y estudiando en estas instituciones, hecho que merece ser investigado en otros estudios.*

PALABRAS CLAVE: *Inclusión. Escuela. Estudiantes con discapacidad.*

Introduction

Social inclusion, as a means and fundamental factor for the development and equity of the Brazilian nation, requires, for yesterday, that the primary sectors - economy, policies, health, education, and others - are permanently informed about the needs of people with disabilities. Thus, it becomes vital that social actors have the dimension, understanding, and skills about the educational processes of inclusion (AMARAL, 2019).

In daily life, society needs to share spaces equally and, above all, with respect, empathy, and acceptance of differences, besides adjusting to the needs of people with disabilities. Thus, the existence of emancipated and socially included citizens depends on their education at school and on the ability of the collectivity, and of each one, to continuously develop the competence in learning how to learn and lifelong learning, aiming at inclusion (FEITOZA, 2020).

Article 208 of our 1988 Federal Constitution states that the State must "guarantee basic education, compulsory and free of charge from 4 (four) to 17 (seventeen) years of age, including its offer to all who did not have access at the appropriate age, and the provision of specialized educational services to the handicapped. According to the guidelines of the text, these groups must have access to education, preferably in the regular school system (BRAZIL, 1988).

According to Dantas Júnior (2019), the conception of inclusion consists of the precept that every person has the primary right to education, and the teaching-learning processes consider their interests, abilities, development, and learning needs. The limited ways some schools and institutions operate have led many students to exclusion, especially social minorities, whether by ethnicity, gender, belief, or disability.

Therefore, for people with disabilities, according to Article 1 of Federal Decree No. 6571 of September 17, 2008, the Union will provide technical and financial support to the public education systems of the States, the Federal District, and the Municipalities to expand the offer of specialized educational services - AEE, to students with disabilities, global development disorders, and high abilities or overdose, enrolled in the regular public education network.

Including students with disabilities is a struggle, a flag, sometimes strong, sometimes shaky, and unfortunately, present in our Brazilian education system. Thus, in the light of Law No. 13,146 of 2015, one of the achievements is the maintenance of constitutional guidelines, which have already been part of government policy for three decades. These guarantees already have repercussions in schools, the training of professionals, methodologies, and teaching-learning processes.

However, as Pletsch, Souza, and Orleans (2017) point out, we observe that such guidelines have not yet produced the necessary and effective change on the classroom floor, that is, in the school context. Still, we seek and dream of the social and school reality of the day when all children, youth, and adults with special needs are served in regular schools whenever it is recommended by evaluating their conditions and abilities.

Understanding that the school is a territory of demands, it is necessary for the effective participation and contribution of the core management in the inclusion processes. In this construction, Vioto and Vitaliano (2019) point us to the various school actions that should be contained in the school's Political Pedagogical Project (PPP). Then, school managers must be attentive in the preparation of action plans, in the management of the institution's internal processes, in the relationships with the State and Municipal instances, and in relationships with the community to validate the inclusion and its inclusion maintenance.

Investigating the opinion of educational managers about the process of inclusion of students with disabilities is quite relevant for several reasons, including the scientific aspect, given the scarcity of research on the subject, and the pedagogical, because it reflects the inclusion practices at school. Moreover, it is also relevant from a social-political perspective since the results may contribute to the transformation of reality to include students with disabilities in the school context. Given this scenario, this research aims to analyze the view of school managers of the municipality of Caucaia/CE about the process of inclusion of students with disabilities.

Given this evidence and considering the relevance and importance of this issue for society and our good professional performance as teachers of Basic Education.

Methodology

This study is an exploratory, descriptive, and qualitative approach conducted from August to November 2022, having as research field three public schools of the municipality of elementary education in the countryside of Ceará.

Data collection was carried out through interviews, in which it was sought to investigate issues related to the number of students with disabilities; accessibility of the physical structure; acceptance in the enrollment process; family participation; teaching materials used for the teaching-learning process of students with disabilities; coexistence between students with and without disabilities; projects on inclusion promoted by the school; and age limit for completion

of grade level. The research had the participation of 4 school managers, who signed a Free and Informed Consent Form accepting to participate in the study.

For ethical reasons, the schools will be identified as School A, School B, and School C in this research. This study complied with Resolution 466/12 of the National Health Council (CNS).

The participants' autonomy was established by clarifying voluntary participation in the research and the right to withdraw at any time. The interviewees' privacy, individuality, beliefs, and values were respected. The free consent form was used to confirm voluntary participation.

Content analysis was used to analyze the data collected and, according to Bardin (2011), is performed through pre-analysis, analysis (exploration of the material and organization of responses), and interpretation of the results collected.

Results and Discussion

From the collection to better understand the data collected, we will present in detail the categories: number of students with disabilities; accessibility of the physical structure; acceptance in the enrollment process; participation of families; teaching materials used for the teaching-learning process of students with disabilities; coexistence between students with and without disabilities; projects on inclusion promoted by the school; and age limit for completing the education level.

Number of Students with Disabilities

In School A, three students with disabilities were studying: two students with disabilities and one with a global development disorder, one student with motor impairment, one student with Down's Syndrome, and one student with autism.

In the case of School B, currently, only one student is studying, diagnosed with Down's Syndrome, and so, according to the principal's information, there have previously been other students with disabilities at the school.

School C has two students with disabilities, a student with Down's Syndrome and a student with motor impairment.

It is remarkable that, in the selected schools, there had already been students with disabilities, which reinforces experiences closer to the expectations deposited in the school.

This is because, in the parameters, there is considerable emphasis on the management's commitment to inclusion, good adaptation, and quality teaching.

Accessibility of Physical Structure

In the case of School A, related to its physical structure before students with disabilities, it was reported by the manager:

[...] So, it has several types of disabilities; the only thing we have are the ramps, due to students with wheelchairs; other boys do not have a physical disability, but a well-structured thing; you see that it is not, the only thing we have even is a ramp, structure even that was to have, we do not have (Interviewee 1).

Law 10,098 establishes a legal right to ensure accessibility for people with disabilities or reduced mobility in several areas, including roads and public spaces, schools, urban furniture, construction and renovation of buildings, and transportation and communication. The law eliminates obstacles and barriers to guarantee that these people can enjoy the same rights and services as other citizens. The first article of that law clearly states the need to make the environment accessible for everyone (TEIXEIRA; TAVARES; BISPO, 2015).

About School A, the physical structure was also pointed out as the main difficulty in serving students with disabilities because it is reported that, as the school is of public bias, it always needs an evaluation established by the city government for the construction of a structure that develops a better adaptation, according to Fossi (2010), how to include has been the biggest concern of parents, teachers, and scholars, considering that inclusion will only be effective if there are structural changes in the educational system.

In the same vein, the coordinator of School B states: “[...] It does not have an adequate structure; it simply has a ramp; we do not have wheelchair students, only one student with Down syndrome, but the bathrooms, for example, are inadequate” (Interviewee 2).

According to Aranha (2004), accessibility is a fundamental prerequisite to ensure the full inclusion of students in school, allowing everyone to reach the place, move freely in its premises, use all available spaces, and attend the classroom. Pereira (2011) highlights that Brazil already has some adaptations for people with physical disabilities, but these are still not accessible enough, especially in the school setting, preventing the country from being recognized as a place adapted for children with disabilities.

Many are the experiences of schools with different situations and demands, the social conditions are established in the institutions, and many planning and subsidies about the inclusive issue are necessary, although constant difficulties are present. Addressing the challenges schools face regarding inclusion, in the same sense as the structural issue, the manager of School B, in this topic, highlights the teacher's difficulty in dealing with a student with a disability.

[...] Teachers are not prepared; we see it is not a school difficulty, but the teacher in the classroom, who does not know how to deal with it, is a big problem (Interviewee 3).

Related to this issue of structure, the manager of School C informs that:

[...] We have accessibility only at the entrance, being the ramp, but for bathrooms, for rooms, and as it depends on the financial part of the school, because as we are public, it depends on a larger, higher body, but so in terms of accessibility, I still find it deficient, it is not enough, although we do not have wheelchair users, we have students with motor impairment, and the access for them is complicated, it still does not meet the needs (Interviewee 4).

As highlighted earlier, in School C, the manager reports that fundraising is linked to the main difficulties that the institution faces because the lack of support limits the adequacy of good service.

[...] It is exactly this, the financial part, that does not depend on us, we have to wait, we do not even have a sports court, we need one because we have the Physical Education subject, but so, requests and letters are made; unfortunately, we have to wait (Interviewee 4).

According to Sanches and Teodoro (2006), many obstacles can be enunciated for not practicing inclusive education, an education that cares about the success of each and everyone: the lack of training or inadequate training of teachers, the lack of human and material resources, inadequate spaces, policies not adjusted to the situations. Throughout the management process, it is difficult for the educational sector to provide conditions that meet the best scholarship for the students. Moreover, since the school is an open space for everyone, it strengthens the collective bonds of the professionals for responsible educational action.

Although there is a concern of managers to improve the quality of service to the student, the issue of its structure and subsistence comes from resources established by the government; according to Quixaba (2015), educational policies have been encountering difficulties in

making effective because of the obstacles already mentioned and others that are part of the administrative structure of the municipal secretaries of education.

Acceptance in the Enrollment Process

About the inclusion of students with disabilities being mandatory in school and a right established by law, a doubt was established, referring to the following question about what happens if a manager denies the enrollment of a disabled student in the institution:

In the case of School A, the manager answered that: “[...] we are running away from the law because it is his right, the school is notified to respond, it even leaves for a lawsuit, it is a right they have, acquired right” (Interviewee 1).

In the same sense, at School B, the manager reported that:

[...] I do not even know how to answer you because in the case I do not reject, and I believe it is protected by law, they have to study, for here it is like this, the student studies here, but also studies in the other school, he has a follow-up there, so I believe that, currently, it is inadmissible that a principal rejects this child, of course, it cannot, in my view, there is not even what to discuss, it is inadmissible (Interviewee 3).

Addressing the same theme, at School C, according to the words of the institution's manager: “[...] I believe that here it has never happened, but the manager can never deny it; he cannot even claim that there is no accessibility; he has to enroll; it is mandatory because the director may suffer an administrative process” (Interviewee 4).

According to Mantoan (2010), the typical school becomes inclusive when it recognizes the differences of students in the educational process and seeks the participation and progress of all, adopting new pedagogical practices. Adopting these new practices is not easy and immediate because it depends on changes beyond the school and the classroom.

Therefore, for all professionals, it is important that they are aware of the protective determinations of the person with disabilities; the managers and others involved must recognize their functions and establish commitments in defense of the educational processes; a teaching staff committed and supported by social values.

It is worth noting that even though the policies suffer difficulties, persisting in the awareness of social justice is paramount, for denying a right conquered through constant struggle hurts the principles established in the constitution too much.

Participação das Famílias

The family is the first environment of motivational processes and bonds, so it must participate in educational development. Therefore, it was verified how the school makes the student's families with disabilities aware of participating in their learning process. According to the managers, the following statements were made about this issue:

Addressing School A, the manager reveals that: “[...] We talk to know his need to socialize with the other children, that he does not differ, to see that he is capable, that he does not have this difference, to stay to limit the child” (Interviewee 1).

Addressing School B, the manager states that:

[...] Look, this week I talked to the school staff here, and we came to the conclusion that in many families, it's not the people from the outside who don't accept their children; they are the ones who don't accept them, so they have a prejudice against their children, and they blame others, sometimes people aren't even discriminating against their children, but deep inside they discriminate against their children, so they prefer that comfort zone of playing the victim and not looking for this child, because I tell you this, because a child with Down syndrome, to me, he is just like any other, he is very intelligent, he has the capacity for everything, so this is what has to start being worked in these families, to invest in the child, so that he can have a much better life, so I worry a lot about this (Interviewee 3).

Highlighting School C, the manager makes the following statement:

[...] We always seek this partnership with the family, we make a meeting every semester with the parents, and usually, we raise this flag, not only these students with disabilities, as we have students that, from my knowledge now, who are not enrolled in school, they are at home, we are already organizing to visit these families, we will know if we can take legal measures (Interviewee 4).

According to Fiamenghi Jr. and Messa (2007), parents feel unprepared to deal with the event of disability, the search for information about the peculiarities of the clinical picture and the care inherent to the condition is necessary, and they need to understand and learn to deal with a new body. Therefore, we can see that there must be an instigating concern from parents about the learning and interaction process of their children who have some disability or other individuals.

In this context, with the verification of the studies, it is observed that it is still common to keep the resistance of parents the issue of inserting their children into the spheres of society,

seeking the help of a professional if their child presents some difficulty, whether motor or intellectual, the absence of a report of the diagnosis of disability hinders the development of activities consistent with disability and difficulties that become present in everyday school. Unfortunately, we still have some parents who do not participate in the development process of their children, delegating this responsibility only to the institution. Reinforcing that, the family has a key role in this process, so professionals and parents should strengthen all kinds of dialogue and mutual support.

According to the study of Rodrigues (2015), conducted in a school in the municipality of Caucaia, Ceará, we can highlight a relevant report on the issue of family awareness; according to the research, "some parents enroll their children without informing the school of their children's disability", in this case, in the period of enrollment, a report is required so that measures can be taken regarding the teaching processes, activities and request for a caregiver to assist the teacher in the classroom.

Didactic Materials used for the Teaching-Learning Process of Students with Disabilities

Following the statements of the managers on the question about the teaching materials that the school has to facilitate the learning of students with disabilities, it was reported:

The manager of School A, on this subject, reported that:

It has some teaching materials, but they are used (Interviewee 1). At this school, there is a Specialized Educational Service - AEE room, where on certain days, the AEE teacher conducts activities with students with disabilities and learning difficulties. Following the diagnosis report of the student's disability and a short evaluation of the teacher in the classroom, she prepares a report and develops activities, which will be used according to the needs of each student.

Following the same theme, at School B, the manager reports that:

[...] Ready, here is a challenge, because some schools have AEE rooms, mine does not, but not for that reason I stop receiving, we work with what we have, I will never stop receiving a student because I do not have an AEE room, but it will not have the same success of those who are in the AEE room (Interviewee 3).

At School C, according to the manager's speech

[...] No, it is the general use, playful, in general, so, specific not, beyond that, because we do not have students with, like deafness, blindness, we have a student with Down Syndrome and another with motor impairment. Students

without a report know that they have a learning difficulty, that there is something bigger, a greater pathology, but there is no report (Interviewee 4).

The function of the Specialized Educational Service (AEE), according to Quixaba (2015), is to identify, develop and organize pedagogical and accessibility resources that eliminate barriers to the full participation of students, considering their specific needs. The AEE rooms articulate better the individual's learning process, but it is observed that not all schools have these specialized rooms, so, in general, schools use the resources they have, and managers and teachers discuss which are the best methods to use in the classroom, favoring the teaching-learning.

Citing the study of Bertine (2017), conducted in three schools in the municipality of Caucaia, Ceará, the schools inserted in the study contained in their scope a vast material and more accessible physical structure, according to the study of the research cited "The schools analyzed to have a wide range of facilities that favor an integrated and participatory education, such as computer lab, library, sports court, among others. In some cases, the schools have an adequate structure to meet the needs of students with disabilities/reduced mobility; therefore, the inclusion policies must be fulfilled in all school units to meet this demand better.

Coexistence of Students with and without Disabilities

The school aims to be recognized as a space for all and reflect on societal equality. The managers were asked about the importance of students without disabilities studying alongside students with disabilities, and the following statements were highlighted.

In the case of School A, the manager states that:

[...] I think that, for him to see and feel, and so, to be solidarized by that student, we will not limit a person, because sometimes we have students with disabilities much more interested than other regular education students, to feel that those children, all of them are capable, to be more interested, to make an effort, that there is no difference at all, it is an extra incentive for them (Interviewee 1).

In the case of School B, according to the manager

[...] This is the human side, the sensitivity, respecting the other, accepting the other with all the limitations he has when you develop and involve the students in the room to take care of, protect, respect, and want to see that student learn, it is the greatest prize that a teacher can win. In a chain of friendship, we have to make everyone together without isolating them, involving them in a job, or making them participate because I consider them all capable (Interviewee 3).

Highlighting School C, citing the same subject, the manager states:

[...] The importance is precise to end the differences; inclusion is to respect the differences the limitations and that he will learn with others, of course, with his limitations and learn that the world, the rights are equal for all because nowadays, you can't say what is normal and what is not normal, right? Because sometimes you see a child, detect it as if it were normal in quotes, but, in fact, it only has a pathology that does not learn, a disorder, so it is not a physical aspect that will determine this (Interviewee 4).

Strengthening the interaction between students from an early age is essential because the earlier the values of equality between individuals are worked, the less exclusionary practices are developed within society. According to Quixaba (2015), the physical approach is important, just as it is important to promote spaces for building a culture beyond inclusion issues; students need to be perceived not by right, by imposition, but by the opportunity that everyone should benefit from this rich experience.

In this context, the school space is manifested for everyone; we still need to go a long way when there are situations where discrimination against students occurs, but, as previously mentioned, it is necessary to work on all these issues to bring something positive inside and outside the classroom.

Inclusion Projects Promoted by the School

Given all the reservations about inclusion, we asked about any school project that strengthens inclusion, so we collected the following statements from the managers.

The manager of School A reported that.

[...] There has been no project to date, but the school has an AEE room and student caregivers (Interviewee 1).

In the case of School B, according to the manager:

[...] In the school itself, there is no, I believe, as we only have one case, and the student is already many years from now; we already know how to deal; we already understand that when the student does not want to stay, he is very dear, because he feels well welcomed (Interviewee 3).

In her reports, the manager of School C said that only reading projects were currently established, which encompass the students in general, but some caregivers help in the classroom.

[...] There is no specific project at the moment, but we have previously worked on an inclusion project and respect for differences (Interviewee 4).

According to the statements of the managers, it can be observed that these issues are dealt with only using daily experiences with the professionals and with the dialog with the family. It is observed that the adaptation is a little difficult and varies according to each disability, working the initial phases of education; however, with time, it is already guaranteed confidence in the activities.

According to Mantoan (2010), we know the need and urgency to face the challenge of school inclusion and implement how it is realized. Thus, every effort to encourage the student to question research contributes to enriching the values since this theme should be instigated both inside and outside the school, in a general way in the social sphere, and contribute and collaborate with reflections beyond the school walls.

According to Anderson and Catroppa (2005), the school environment presents a series of unpredictable demands for the educational formation of children, which requires them to adapt to different activities. A lack of knowledge of the limitations caused by disability and the techniques to overcome them can prevent children with disabilities from fully participating alongside their non-disabled peers. Sloboja (2014) points out that the inclusion of a child with disabilities in the school environment is a complex challenge that requires the creation of an environment that meets all of the student's basic needs, such as the elimination of obstacles, free access to all spaces, and quality social and educational support.

Age Limit for Grade Completion

The statements brought up doubt about an age limit for a student with disabilities to complete an education and continue to another stage of education. About this, the managers reported:

According to the speech of the manager of School A, in the institution, there is no determined age limit. In this sense, the manager of School B, the manager informs that:

[...] no, here the student goes up to ninth grade, at his age, and he passes, even because, for me, it is inhumane; if I am aware of his limitation, we will be reproving? Never! No, he goes ahead, now, what I would like is for him to learn more, as I told you, the difficulty of specialized teachers to work with these children (Interviewee 3).

At School C, the manager informs that:

[...] No, we even went through a problem with a student with Down Syndrome, who is already 23 years old, and she has been enrolling, we are trying to pass her through stages, she does not identify with fifth, sixth grade students, when we saw that she gave up, she did not want to come, we regressed her to the second year. That way she started to attend and went to the third year, she is already 23 years old. We go by the system, she passed the literacy cycle, and they have to compulsorily, regardless of age, by the criterion of grades, but in her case, specifically, the student must feel good in the classroom (Interviewee 4).

In writing the statements, we observed that the evaluation is based on the opinion of the student's progress and not on corporate criteria. According to Fossi (2010), inclusion does not mean simply being present but recognizing that people can learn in different ways and at different paces.

Inclusion makes us reflect deeply on the world we live in; learning is an individual human action, it is the diverse ideas, opinions, and levels of understanding that enrich the learning process, always recognizing and valuing differences.

According to Mantoan (2010), when articulating with regular school, in the perspective of inclusion, Special Education changes its course, retracing paths that were opened some time ago when it proposed to replace the traditional school for some students who did not meet the requirements of regular education.

According to the managers, at the end of a teaching stage, such as elementary school (first grade), the student receives a document that proves his learning process. In addition, regular school students are monitored by a Foundation that offers specialized education and social protection services for people with disabilities.

Final remarks

From the data analysis and investigation of the participating school managers, we conclude that there is a reduced number of students with disabilities in the evaluating schools. This makes us wonder if there are no other people with disabilities at school age who should be included and studying in these institutions, which requires further studies.

It is also a challenge for all schools to guarantee physical accessibility, such as ramps, adapted bathrooms, accessible furniture, adequate width at the entrance doors, adapted pedagogical material, etc. The public school managers explain this since the municipalities have no financial support for these modifications. However, the three schools do not create obstacles

for the enrollment of students with disabilities, and the managers recognize the importance of the participation of the families of these students for the inclusion to be effective.

Only one manager stated that the AEE exists in the school, which aroused attention since these are fundamental services allied to the work of teachers of regular curricular components for developing and including students with disabilities. The interviewees considered as beneficial the coexistence between students with and without disabilities reinforces the environment of consideration for others and diversity in schools, but, at the same time, they said no program promotes inclusion in schools. The school units do not have an age limit for completion, but it was noticed as complex for the managers to meet the criteria for approval and advancement of students with disabilities at a higher age.

We conclude that the inclusion process in schools is still under development and that there is a great need for public policies that have an impact on the "school ground" in a more intense way, that provide financial support for modifications and adaptations for accessibility in schools, pedagogical support, with the continuous training of teachers in the inclusion of students with disabilities besides the AEE service, and also social support, with the participation of families and the school community, intensely so that this inclusion process takes place more integrally in these institutions.

Within this context, children and teenagers with disabilities must receive the necessary support for their social, emotional, and educational development. In addition, we need to invest in research that analyzes accessibility and the necessary adaptations for students with physical disabilities in Brazilian schools to ensure the full inclusion of these students in the school environment.

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Data and material availability: All the data collected during the study are stored in the cloud in a confidential file, in case they need to be consulted.

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