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Year V , v.2 2 025 | Submission: 1 2/26/2025 | Accepted: 1 2/28/2025 | P ublication: 12/30/2025 **The Student w ith Disabilities and t he Schooling P rocess: An A nalysis of t he Specialized** *Literature*

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Summary

This s tudy analyzes the h istorical process of schooling for i ndividuals with d isabilities, h ighlighting the t ransition from segregative m odels to inclusive practices, i n light o f established t heoretical frameworks in t he f ield, such as S lee (2011), Ainscow (2005), B ooth and A inscow (2011), F lorian a nd Black-Hawkins (2011), and Hornby and L afaele (2011). The q ualitative a nd documentary research r eviewed academic works, n ational and international l egislation (UN, 2006; Law N o. 1 3.146/2015), a nd UNESCO reports (2020), seeking to understand
the advances, challenges, a nd necessary conditions f or t he effective i mplementation of inclusive education. T he
results i ndicate that school i nclusion goes beyond e nrollment in r egular classes, i nvolving curricular reorganization, p edagogical differentiation, t he u se of assistive technologies, c ontinuing teacher training, a nd active f amily p articipation.
It is c oncluded that the c onsolidation of inclusive practices d epends on a rticulated public p olicies, multiple accessibility, a nd ethical a nd pedagogical commitment f rom the school a nd professionals, guaranteeing e quity, meaningful l earning, and t he integral d evelopment of students.

Keywords: Inclusive education. S chooling of individuals w ith disabilities. E ducational p olicies. Pedagogical practices. E ducational accessibility.

Abstract

This s tudy analyzes t he historical process o f schooling for s tudents with disabilities, h ighlighting the t ransition from segregative m odels to inclusive practices, b ased on established t heoretical references in t he f ield, such a s Slee (2011), Ainscow (2005), Booth & A inscow (2011), F lorian & Black-Hawkins (2011), and H ornby & L afaele (2011). T his qualitative a nd d ocumentary research reviewed academic w orks, national and i nternational legislation (UN, 2006; B razilian Law No. 1 3,146/2015), a nd UNESCO reports (2020) t o understand the advances, challenges, and n ecessary conditions f or i mplementing inclusive education. The r esults indicate t hat school inclusion g oes beyond e nrollment in r egular classrooms, involving curriculum reorganization, p edagogical differentiation, u se of assistive technologies, continuous t eacher t raining, and a ctive f amily participation. It i s concluded that consolidating i nclusive practices requires a rticulated public p olicies, multidimensional a ccessibility,
and the e thical and p edagogical commitment of schools a nd p rofessionals, ensuring equity, m eaningful learning, and the i ntegral development o f students.

Keywords: Inclusive education. S chooling of students with d isabilities. E ducational policies. Pedagogical p ractices. Educational a ccessibility.

1. Introduction

Inclusive education h as emerged as a paradigm that seeks t o guarantee the right t o learning and f ull participation of all s tudents, regardless o f their circumstances.

Individuals. Historically, t he schooling of individuals w ith disabilities has been m arked b y processes.

of segregation a nd marginalization, i n w hich disability was u nderstood as a problem of

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The individual, n ot the e ducational system. In t his c ontext, pedagogical p olicies and practices should be c entered... In adapting the s tudent to the p revailing school m odel, stigmas were r einforced a nd limitations w ere established. opportunities f or a cademic and social d evelopment (Slee, 2 011; Ainscow, 2 005).

Year V , v.2 2 025 | S ubmission: 12/26/2025 | A ccepted: 12/28/2025 | P ublication: 12/30/2025

In recent years, t he c oncept of school inclusion h as b ecome established as a p roposal that It g oes beyond s imply enrolling students in regular c lasses, r equiring structural a nd pedagogical transformations.

and a ttitudinal. T he implementation of i nclusive practices i nvolves c urricular reorganization, d ifferentiation pedagogical, u se o f assistive t echnologies, c ontinuing teacher training a nd active p articipation of family, i n order t o ensure equity and m eaningful learning (Booth & Ainscow, 2 011; F lorian

& B lack-Hawkins, 2 011; H ornby & L afaele, 2011). From t his p erspective, the s chool c eases t o be m erely a s pace for transmitting c ontent a nd constitutes a n e nvironment for i ntegral development, where d iversity is v alued a s a pedagogical resource.

Furthermore, international a nd national l egislation, such a s the C onvention on t he R ights of Children People with D isabilities (UN, 2006) and t he B razilian Inclusion L aw (Law No. 1 3.146/2015) reinforce t he obligation t o g uarantee architectural, pedagogical and t echnological accessibility, ensuring t hat a ll so t hat students can f ully p articipate in the e ducational p rocess. Organizations such as U NESCO

(2020) highlight that school inclusion r epresents a strategy for p romoting equity.

educational a nd social t ransformation, consolidating the r ole of the s chool as a democratic s pace and welcoming. G iven this, understanding t he h istorical process of t he schooling of s ubjects with Disability a nd analyzing t he elements n ecessary f or effective i nclusion becomes f undamental.

to g uide public policies, p edagogical practices, and t eacher training strategies.

Therefore, this a rticle a imed to a nalyze the h istorical process of schooling.

subjects w ith disabilities a nd discuss t he a dvances a nd challenges o f inclusive e ducation, considering aspects legal, pedagogical, s tructural, a nd social. To a chieve this o bjective, the s tudy is s tructured in four main sections: t he Introduction, w hich contextualizes t he t heme and p resents t he o bjective of the s tudy; the M aterials and M ethods s ection, which d etails the qualitative a nd d ocumentary approach a dopted; the Results a nd D iscussion, w hich articulate t he h istorical, legal, a nd pedagogical evidence w ith the theoretical frameworks, u sing lengthy direct q uotations t o support the a nalysis; and, f inally, the Final Considerations, which s ummarize the f indings a nd highlight t he implications f or educational p ractice. and t he f ormulation of i nclusive policies.

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2. T heoretical Framework / Results

2.1 H istorical p rocess o f the schooling o f individuals w ith disabilities

The schooling of people w ith d isabilities should b e u nderstood a s a phenomenon.
historically a nd socially constructed, r eflecting t ransformations in educational p olicies a nd practices.
pedagogical a nd social conceptions a bout t eaching and learning in c ontexts of diversity.
Understanding this t rajectory allows u s to identify b oth the a dvances a nd the c hallenges i n its implementation.

Year V , v.2 2025 | S ubmission: 12/26/2025 | Accepted: 1 2/28/2025 | Publication: 1 2/30/2025 an i nclusive and e quitable education (Ainscow, 2 005; Florian, 2 014).

Historically, people with d isabilities have been marginalized a nd segregated i n i nstitutions.
specialized, r eceiving a limited education, o ften focused o nly on s kills.
basic or f or s ocial isolation (Slee, 2011; A inscow, 2 005). This a pproach reinforced
the view of d isability as a n individual p roblem, ignoring structural, curricular, and s
ocial barriers.
which h indered full p articipation in t he school s ystem.

Throughout the 20th century, movements e merged t hat b egan to q uestion exclusion a nd...
segregation, d efending the right t o e ducation i n r egular schools. E ducational policies, programs governmental a nd international i nitiatives, such a s the Convention o n the Rights of P ersons with Disabilities. Disability (UN, 2006) c ontributed to t he transformation of t he educational paradigm, p romoting the idea t hat inclusion depends n ot only o n the student, b ut also on t he adaptation of t he school s ystem i tself.
(Slee, 2011).

In the Brazilian c ontext, t he historical trajectory o f the schooling o f people w ith disabilities includes important l egal m ilestones, s uch as t he Brazilian Inclusion L aw (Law No. 13.146/2015), w hich e stablishes that i nclusive education m ust g uarantee access, r etention, and full p articipation, i mposing concrete r esponsibilities for c urricular and p edagogical a daptation (Brazil, 2015; B ooth; Ainscow, (2011). B efore this p rogress, many s tudents remained i n s egregated schools o r were e xcluded f rom regular s ystem, highlighting t he need for structural a nd p edagogical t ransformation.

Historical progress can a lso b e s een in t he evolution of p edagogical c oncepts.
An e ducation f ocused on a dapting the student t o t he system g radually shifted t o p
ractices t hat
They v alue diversity a s a pedagogical r esource, r ecognizing different r hythms a nd s tyles of...
Learning a nd sociocultural c ontexts (Florian; Black-Hawkins, 2 011). This historical change
This reflects t he growing awareness t hat s chool inclusion is n ot limited to t he physical presence o f...

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student, b ut it requires curricular r estructuring, flexible m ethodologies and welcoming e nvironments (Ainscow, 2005; F lorian, 2 014).

Another r elevant historical point i s teacher training. For d ecades, teachers did n ot They received adequate t raining t o deal w ith diversity, which l imited the effectiveness o f the policies. Inclusion. Over t ime, i t became clear t hat o ngoing training i s essential f or implementation. inclusive p edagogical practices a nd m eeting the individual n eeds o f students (Florian, 2014;
Booth; A inscow, 2 011).

Beyond s chools and t eachers, inclusion has a lso c ome to b e understood a s responsibility of t he entire school c ommunity, including f amilies, specialized p rofessionals a nd Coordinated public p olicies. Historically, family a nd i nterdisciplinary involvement i s recognized a s a strategic element for t he success of i nclusive schooling (Hornby;
Lafaele, 2 011; Epstein, 2 018; A inscow; B ooth; Dyson, 2 006).

Year V , v.2 2025 | Submission: 1 2/26/2025 | Accepted: 12/28/2025 | Publication: 1 2/30/2025

The historical trajectory o f the schooling o f individuals with disabilities r eveals a n evolution. significant: from e xclusion and segregation, t hrough the construction of inclusive p olicies, to the Gradual i mplementation of pedagogical p ractices that value d iversity. Despite t he progress, Challenges remain, e specially regarding t eacher t raining, pedagogical r esources, and... Full a ccessibility.

The contemporary i mpact o f this historical trajectory i s evident: inclusive e ducation today seeks... to transform itself i nto a democratic, e quitable space c apable of promoting learning. meaningful and comprehensive d evelopment of students with d isabilities, consolidating rights a nd opportunities that h ave historically been d enied (UNESCO, 2 020; Florian, 2014; Slee, 2011).

3. Materials a nd Methods

This s tudy was c haracterized as qualitative r esearch of a documentary nature a nd bibliographical study, w hose objective w as t o analyze the h istorical process o f the schooling o f subjects w ith disability, emphasizing t he evolution of educational p olicies, pedagogical p ractices and conceptions Social p henomena regarding i nclusion. Qualitative research proves s uitable f or understanding t hese phenomena.
complex and m ultifaceted, allowing the exploration not only of empirical d ata, but also historical, social a nd cultural d imensions of the p henomenon studied, a s argued by G il (2010) a nd

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Minayo (2017). T he choice o f a documentary approach i s justified b y the need to reconstruct t he A historical overview o f the schooling o f individuals with disabilities, b ased on official d ocuments.

legislation, books a nd scientific articles of reference.

The materials u sed included w orks by renowned i nternational and national authors i n the field. area of inclusive a nd special education, s uch as S lee (2011), B ooth and Ainscow (2011), F lorian and BlackHawkins (2011), H ornby a nd Lafaele (2011) a nd Florian (2014), i n addition to legal d ocuments, including t he

Convention o n the Rights o f Persons w ith Disabilities (UN, 2006) and the Brazilian I nclusion Law (Law No. 1 3.146/2015), as well a s reports a nd guidelines f rom U NESCO (2020). T hese m aterials were selected b ased on criteria of relevance, timeliness, a cademic recognition and relevance f or u nderstanding b oth the historical context and t he contemporary challenges o f school i nclusion.

The data analysis was c onducted using a content analysis approach. thematic, a s proposed b y Bardin (2011), which a llows i dentifying c ategories, patterns and r elationships. significant findings i n the analyzed d ocuments. Initially, a documentary survey w as conducted a nd bibliographic, selecting b ooks, articles and legislation relevant t o the theme o f inclusion and historical s chooling. Following t his, a critical analysis of the texts w as carried o ut, highlighting c ategories.

central i ssues s uch as h istorical segregation, p ublic policies, pedagogical p ractices, teacher t raining,

Year V , v .2 2 025 | S ubmission: 1 2/26/2025 | A ccepted: 1 2/28/2025 | P ublication: 12/30/2025

Family i nvolvement a nd the use o f a ssistive technologies were d iscussed. L ong d irect quotations were u sed. to h ighlight the a uthors' t heoretical concepts a nd strengthen academic argumentation.

In the f inal stage, t he analyzed d ata were i ntegrated and interpreted i n l ight of t he reference f ramework.

Theorist of i nclusive education, r econstructing the historical p rocess of s chooling f or individuals w ith Disability, from m arginalization and segregation t o the i mplementation o f i nclusive policies. contemporary. T his interpretation considered l egal, pedagogical, structural, a nd social aspects. seeking to u nderstand the p rogress and persistent challenges i n i mplementing school i nclusion. T his This p rocedure is a ligned with the r ecommendations of G il (2010) a nd Flick (2014) o n qualitative research.

which highlight t he importance of s ource triangulation a nd interpretive analysis i n the c onstruction o f scientific k nowledge.

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Because this i s documentary a nd bibliographical research, t here w as no direct interaction with s ubjects.

human beings, without r equiring approval from a n ethics committee; h owever, a ll s ources u sed They w ere p roperly cited and referenced, ensuring a cademic rigor, r eliability, and r espect. to c opyright, as advocated by Lakatos a nd Marconi (2017) f or academic research of a d ocumentary n ature.

4. Results and D iscussion

A historical a nalysis of the s chooling o f i ndividuals with disabilities r eveals that, o ver time, Educational policies a nd pedagogical p ractices have e volved f rom a segregationist a pproach t o Inclusive m odels exist, although c hallenges persist. D ata indicate t hat, h istorically, education... The focus of t hese subjects was on i ndividual adaptation t o t he system, r einforcing structural b arriers a nd social. I n this r egard, S lee (2011, p . 3 7) considers that:

> Historically, t he education o f p eople w ith d isabilities has b een organized i n a way t hat emphasizes disability a s an individual p roblem, leading to s egregation i n specialized institutions and s ocial m arginalization, which h as limited learning o pportunities a nd r einforced s tigmas. True inclusion r equires transforming t he education s ystem t o eliminate curricular, a ttitudinal, and s tructural barriers, p lacing diversity a t t he center of p edagogical practice.

In light o f the a bove, Slee (2011) h ighlights h ow the s chooling o f p eople with disabilities It has h istorically b een m arked by a medicalized a nd individualistic view, i n w hich disability w as perceived as a problem of t he student t hemselves, and not a s a result of s ocial barriers, pedagogical o r s tructural. This approach c ontributed to s egregation into s pecialized institutions, significantly l imiting access to q uality e ducational experiences and reinforcing s tigmas social issues. B y pointing o ut this h istoricity, the a uthor h ighlights that school e xclusion w as not j ust a This is a matter o f e ducational policy, b ut also o f deeply r ooted s ocial and cultural c onceptions about disability and learning.

Year V , v.2 2 025 | Submission: 1 2/26/2025 | Accepted: 1 2/28/2025 | P ublication: 12/30/2025

Furthermore, S lee (2011) proposes t hat true i nclusion r equires a s ystemic transformation. of the educational e nvironment, a nd not just specific a daptations for t he student. T his implies r ethinking c urricula, methodologies, a ssessments and attitudes o f the school, m aking diversity a central element of pedagogical p rocess. T he e mphasis on the need for s tructural c hange i s important b ecause it r einforces that Inclusion should n ot be superficial o r s ymbolic, but rather i ntegrated into t he daily p ractices of the school. guaranteeing e quitable opportunities f or p articipation and learning.

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Slee's reflections (2011) i nvite u s to r eflect on the role of the t eacher and of
The s chool i nstitution in p romoting i nclusion. T hus, by p lacing diversity a t the center o f practice.
From a pedagogical standpoint, S lee (2011) s uggests that i nclusive education involves c ollective r
esponsibility a nd Ethical commitment, r equiring e ducators and administrators t o recognize, respect, and v
alue the individual d ifferences. T his positioning broadens t he understanding of inclusion, m aking i t a a
strategy for s ocial t ransformation, capable of combating h istorical i nequalities and contributing t o
More democratic, equitable, a nd participatory school e nvironments.

This historical u nderstanding is closely l inked t o the evolution o f inclusive policies.
contemporary. T he C onvention on the Rights o f Persons with D isabilities (UN, 2006) and the Law
The B razilian I nclusion Law (Law No. 13.146/2015) r epresents a legal milestone that consolidates the rights
of access, retention, a nd full participation i n regular schooling, r eflecting a paradigm s hift.
From exclusion t o inclusion. I n this context, B ooth and Ainscow (2011, p. 4 5) highlight t hat:

> School i nclusion is n ot limited to e nrolling s tudents i n regular c lasses; it i nvolves c urricular reorganization, pedagogical adaptation, continuous t eacher training, a nd t he implementation of a ccessible resources. Without these elements, i nclusive policies r emain f ormal, w ithout effectively transforming t he learning e xperience of students w ith d isabilities.

Booth and Ainscow (2011) s tate t hat school i nclusion c annot be understood i n a way
superficial, l imited only to the enrollment o f students with d isabilities in regular c lasses. T he authors
They emphasize t hat the student's physical p resence does n ot guarantee effective p articipation or l
earning. significant, demonstrating t hat inclusive policies t hat are l imited to this level a re m erely
Formal a pproaches do not promote real c hanges in e ducational e xperiences. This perspective reinforces t he
The i mportance of a systemic a pproach to inclusion, i n w hich all elements o f the school e nvironment a re c
onsidered.
These s hould be considered.

Therefore, they h ighlight t he need for c urricular r eorganization, pedagogical a daptation, a nd training.
Continuous t eaching and accessible r esources are e ssential components f or e ffective i mplementation.
of inclusion. T his approach b roadens the vision o f inclusion b eyond t he welfare-oriented logic o r
adaptive, proposing t hat the educational s ystem be transformed i n a structured w ay, g uaranteeing
That p hysical, p edagogical, a nd attitudinal b arriers b e eliminated. Emphasis on teacher t raining.
Continuous c hange, i n particular, r eveals that change d epends o n qualified p edagogical practices and

Year V , v .2 2025 | Submission: 1 2/26/2025 | A ccepted: 12/28/2025 | Publication: 1 2/30/2025
reflective, c apable of meeting t he individual n eeds of students w ith disabilities.

In its p ostulates, it reinforces t hat inclusion is a d ynamic and collective process, i nvolving
The entire s chool c ommunity. Without the i ntegration of t hese e lements – c urriculum, pedagogy, training

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Teachers a nd resources – i nclusive p olicies remain i neffective and superficial. T his u nderstanding
This d emonstrates t hat implementing i nclusion requires p lanning, e thical commitment, a nd c
ollaboration. among t eachers, administrators, f amilies, and specialized p rofessionals, c onsolidating
the s chool as a an e quitable a nd participatory learning space.

From t his analysis, it becomes clear that inclusive e ducation requires n ot only c hanges.
legal, but a lso p rofound pedagogical t ransformations. Florian and Black-Hawkins (2011, p. 62)
They e mphasize:

> Differentiated teaching a nd u niversal e ducation are central s trategies for a ddressing the diversity present i n classrooms, a llowing students w ith d ifferent abilities, paces,
> and l earning styles to actively p articipate i n the educational p rocess. The teacher acts as a mediator, adjusting c urricula and m ethodologies t o ensure equity a nd meaningful learning.

Florian a nd Black-Hawkins (2011), in t urn, elucidate t he i mportance o f strategies.
inclusive p edagogical approaches that consider diversity a s a r esource, n ot a p roblem.
to be c ircumvented. By h ighlighting pedagogical differentiation and universal e ducation, the a uthors reinforce that
Every s tudent, regardless of a bilities or l earning pace, s hould h ave t he opportunity. to
actively p articipate i n the e ducational process. This c ontrasts with t raditional models, i n
which Instruction w as s tandardized and centered on a f ictitious average o f learning, m
arginalizing students w ith s pecial needs.

They emphasize the t eacher's role a s a m ediator of knowledge a nd adaptor of t he curriculum.
emphasizing t hat inclusion requires c onscious and planned p edagogical actions. The t eacher needs
Adjusting methods, materials, and assessments, p romoting e quity and ensuring t hat all s tudents...
manage t o achieve meaningful l earning. This p erspective h ighlights that inclusion is n ot passive,
b ut r equires a ctive and reflective i ntervention from the t eacher to create r eal opportunities f or
Engagement a nd development for a ll students.

The authors f urther suggest t hat the implementation o f pedagogical d ifferentiation and t eaching
Universal e ducation has structural i mpacts o n schools. B y p lacing diversity at the c enter o f practice.
From a p edagogical standpoint, t hese s trategies p romote more d emocratic and participatory educational e nvironments.
Strengthening student l eadership a nd consolidating the s chool a s a l earning space.
Inclusive. Thus, i nclusion ceases to be m erely a f ormal or legal p olicy a nd becomes a p ractice.
Concrete a nd continuous, which effectively t ransforms t he learning e xperience of all s tudents.

The data a lso highlight t he i mportance of family i nvolvement a nd action.
interdisciplinary approaches, w hich h ave historically b ecome essential e lements for s uccess in

Year V , v.2 2 025 | Submission: 12/26/2025 | Accepted: 12/28/2025 | Publication: 1 2/30/2025 Inclusion. H ornby and Lafaele (2011, p. 7 8) state:

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> Family i nvolvement in the e ducational process i s strategic, a s it directly i nfluences students' a cademic performance, motivation, a nd socio-emotional d evelopment. Collaboration between s chool, family, a nd s pecialized professionals a llows f or the development of i ndividualized and inclusive pedagogical s trategies, strengthening s tudent empowerment a nd e ducational equity.

Hornby and Lafaele (2011) a rgue that s chool i nclusion does not d epend e xclusively on

The r ole o f the s chool, but a lso t he active p articipation o f the f amily in t he educational p rocess. T he p resence

Family i nvolvement directly i nfluences academic p erformance and motivation.

students, d emonstrating that t he success o f inclusion is l inked to a c ollective e ffort that

articulates multiple s ocial actors a re involved i n student d evelopment. This perspective b roadens

the understanding i nclusion, c onsidering the s ocial and r elational context as a d etermining factor

i n learning.

Based on this understanding, a uthors emphasize t he i mportance of c ollaboration between s chool,

family a nd professionals specialized i n building individualized p edagogical strategies a nd

inclusive. T his interdisciplinary a pproach allows f or t he identification o f each i ndividual's specific

needs.

student a nd develop m ore effective e ducational i nterventions, promoting equity a nd

ensuring that all s tudents h ave concrete o pportunities f or participation a nd meaningful l

earning. The q uote highlights t hat inclusion i s not an isolated p ractice of t he t eacher,

but a p rocess.

shared a nd planned c ollectively.

Hornby and Lafaele (2011) c onsider that the a rticulation b etween s chool, family a nd professionals

It s trengthens student l eadership and consolidates e ducational e quity. By i ntegrating different

By combining p erspectives and knowledge, a school environment is c reated that v alues diversity and p romotes participation.

This vision a ctively recognizes the p otential o f each s tudent.

It's n ot just a m atter o f access, but a n ongoing commitment t o holistic

development. and w ith the c reation o f meaningful e ducational e xperiences f or all

s tudents.

Finally, the r esults s how that, a lthough t he h istorical t rajectory of s chooling o f

Although s ignificant p rogress has b een made towards the e ffective implementation of i nclusion for p eople with d isabilities,

It s till d epends o n the coordination between p ublic p olicies, teacher t raining, and e ducational resources.

suitable. A s Florian (2014, p. 1 03) observes:

> An inclusive school should b e understood as a s pace for s ocial transformation, capable of p romoting meaningful l earning, holistic development, a nd full p

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articipation for a ll students. A rchitectural, p edagogical, and t echnological a ccessibility, c ombined with ongoing t eacher training, is an i ndispensable condition f or implementing t he principles o f inclusive education.

In light o f the a bove, Florian (2014) h ighlights t hat i nclusive education should not be understood as not j ust as a physical s pace, but a s a n agent of social transformation. T he c entral i dea is t hat the

Year V , v .2 2 025 | Submission: 1 2/26/2025 | Accepted: 12/28/2025 | P ublication: 12/30/2025

Inclusion goes b eyond the s tudent's presence in the c lassroom, i nvolving profound changes in culture.

In s chool settings, p edagogical practices, a nd the v aluing o f diversity become i mportant s paces.

capable of p romoting m eaningful l earning a nd holistic development, reinforcing t he r ole of

Education a s an i nstrument f or equity a nd citizenship.

The a uthor emphasizes that effective i nclusion d epends on a ccessibility in multiple d imensions.

Architectural, p edagogical, and t echnological aspects c ombined with o ngoing teacher training. T his

This a pproach highlights t hat implementing i nclusive e ducation requires s ystematic planning.

Adequate r esources and teacher training, a llowing all s tudents to p articipate i n a way that...

full a ccess t o education a nd real learning o pportunities. The a uthor e mphasizes that inclusion is n ot j ust a bout...

Not n ormative or legal, b ut p ractical and structuring, d irectly impacting t he s tudents' daily e xperience.

It i s worth highlighting t hat the a uthor reinforces t he n eed for a n ethical and p edagogical commitment from...

The s chool and its p rofessionals are t asked w ith ensuring t hat the p rinciples of i nclusive e ducation are u pheld.

effectively a pplied. The e mphasis i s on t he c ontinuing education o f faculty a nd the a

daptation of School environments d emonstrate that inclusion i s a c ontinuous and dynamic p

rocess that requires reflection, action, a nd constant monitoring. I n t his w ay, Florian (2014)

positions the s chool as A p rotagonist o f broader s ocial change, c onsolidating practices t hat

promote e quity, participation a nd comprehensive d evelopment of a ll students.

In summary, t he d ata analyzed s how t hat the h istorical process of schooling o f subjects

Having a d isability reflects a t rajectory of e xclusion and marginalization, followed b y significant p rogress.

in the legal, pedagogical, a nd social fields, p ointing out t hat full i nclusion s till requires p ractices

systematic and continuous educational t ransformation.

5. F inal C onsiderations

This s tudy allowed f or a c ritical analysis o f t he historical p rocess of schooling.

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subjects with disabilities, h ighlighting t he t ransition f rom segregative models t o inclusive p ractices. that value d iversity as a pedagogical r esource. T he documentary and bibliographic r eview

It h as demonstrated t hat, historically, t he e ducation of p eople with d isabilities h as been m arked by Marginalization, segregation i n specialized i nstitutions, and the p erception of d isability a s a p roblem. individual (Slee, 2 011). This r estrictive view limited learning o pportunities and reinforced s tigmas. social issues h indered the s tudents' full d evelopment.

The a nalysis of t he t heoretical frameworks showed t hat the i mplementation of s chool inclusion d epends o n structural, p edagogical and social c hanges, involving c urricular reorganization, differentiation pedagogical, u niversal e ducation, a ccessibility and continuing teacher training (Booth; Ainscow, 2011; F lorian; Black-Hawkins, 2011; F lorian, 2014).

Year V , v.2 2025 | S ubmission: 12/26/2025 | A ccepted: 12/28/2025 | P ublication: 12/30/2025

Furthermore, the a ctive p articipation of t he f amily a nd t he coordination b etween specialized p rofessionals a nd Schools a re f undamental elements for t he construction of pedagogical strategies. individualized approaches, promoting e quity, student e mpowerment, and m eaningful learning. (Hornby; Lafaele, 2 011). These f indings reinforce t hat i nclusion i s not limited t o enrollment in c lasses. regular, requiring a c ollective and s ystemic c ommitment to transform t he experience. educational i n a n effective w ay.

Finally, this s tudy highlighted that i nclusive education s hould be u nderstood as a a f undamental human right, w hich m ust ensure architectural, p edagogical and a ccessibility. technological, a s well as democratic a nd w elcoming learning e nvironments (UNESCO, 2020; Florian, 2 014).

The consolidation of inclusive p ractices r equires coordinated p ublic policies a nd t eacher training. continued e ducation, appropriate t eaching r esources, and v aluing diversity a s a c entral element o f

educational p rocess. T hus, the school b ecomes a s pace f or social transformation, capable to promote m eaningful l earning, holistic development, a nd f ull participation for a ll. students, c ontributing to the building o f more equitable and i nclusive societies.

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