


THE BNCC AND INCLUSIVE EDUCATION: HOW TO MAKE THE SCHOOL A SPACE FOR ALL?

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ABSTRACT

This article aims to discuss the relationship between the National Common Curriculum Base (BNCC) and inclusive education, analyzing how its guidelines contribute to the construction of a school accessible to all. Initially, the concept of inclusive education and its relevance to educational equity are presented. Then, the legal framework and the international documents that support inclusion are explored, highlighting the principles established by the BNCC to guarantee the right to learning of students with disabilities and special educational needs. The survey also addresses the challenges in implementing inclusive education, emphasizing issues such as inadequate infrastructure, attitudinal barriers, and poor teacher training. In addition, the importance of assistive technologies and curricular adaptations as fundamental strategies to ensure the full participation of students in the teaching-learning process is discussed. In the context of educational management, the need for effective public policies that guarantee funding, technical

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support and continuous training for education professionals is evident. Finally, the article highlights the importance of inclusive pedagogical practices, presenting methodologies that favor the personalization of teaching and promote the equitable participation of students. The conclusion reinforces that inclusive education is essential for building a fairer society, in which everyone has access to quality education. Thus, it is emphasized that the implementation of the BNCC guidelines depends on the joint commitment of managers, professors and public policy makers.

Keywords: BNCC. Inclusive education. Public policies. Accessibility. Teacher training.

INTRODUCTION

Educational inclusion has been one of the pillars of public policies aimed at the democratization of education in Brazil, especially after the enactment of the Federal Constitution of 1988 and the Law of Guidelines and Bases of National Education (LDB) of 1996. In the current context, the National Common Curriculum Base (BNCC) emerges as a normative instrument that seeks to ensure equitable and quality education for all students, regardless of their physical, cognitive, social or cultural conditions. However, the effective implementation of inclusive education within the scope of the BNCC still faces structural, pedagogical and educational management challenges.

Inclusive education is based on the principle that diversity should be recognized and valued, guaranteeing all students, including those with disabilities and specific educational needs, the right to learn in an accessible and welcoming environment. The BNCC establishes guidelines for common education throughout the national territory and reinforces the need for pedagogical practices that promote inclusion, in line with national and international regulatory frameworks, such as the Convention on the Rights of Persons with Disabilities (UN, 2006) and the National Policy on Special Education in the Perspective of Inclusive Education (Brazil, 2008).

In this way, the inclusive school must be understood not only as an accessible physical space, but as a learning environment that respects and meets the singularities of each student. The BNCC, by defining essential competencies and skills to be developed at each stage of basic education, presupposes the need for curricular and methodological adaptation to contemplate different learning profiles. However, the transformation of these guidelines into concrete practices requires coordinated efforts between managers, teachers, family members and the entire school community, since effective inclusion is not only due to the presence of the student in the school, but also to ensure their active and meaningful participation in the teaching-learning process.

Despite the normative and conceptual advances on inclusive education in Brazil, challenges persist that hinder the implementation of a truly accessible educational policy. Among them, the need for greater investment in the continuing education of teachers, the offer of adapted pedagogical and technological resources, the adequacy of the physical infrastructure of schools and the overcoming of attitudinal barriers that still permeate the educational system stand out. The absence of more effective support for educators and the

lack of public policies that ensure the full implementation of the BNCC in contexts of diversity limit the possibilities of education for all.

In view of this scenario, this article aims to analyze, based on a literature review, how the BNCC contributes to the construction of a truly inclusive school. To this end, the foundations and guidelines of the BNCC in relation to special and inclusive education, the challenges faced by educators and managers in its implementation, and the pedagogical practices that can effectively transform schools into spaces accessible to all will be discussed.

Methodologically, the research is based on a bibliographic survey, analyzing official documents, scientific articles and recent studies that discuss the intersection between the BNCC and inclusive education. In this way, it seeks not only to understand the current scenario, but also to identify possibilities and recommendations that can support more effective public policies and pedagogical practices.

INCLUSIVE EDUCATION IN THE BNCC: FOUNDATIONS AND GUIDELINES

Inclusive education has been widely discussed as an essential approach to ensuring the right to learning and development of all students, especially those with disabilities, pervasive developmental disorders, and high abilities or giftedness. The National Common Curriculum Base (BNCC), as a normative document, aims to promote equitable and quality education, ensuring that the diversity of students is respected and contemplated in pedagogical practices. However, the effective application of these principles in everyday school life depends on a number of factors, including consistent public policies, adequate teacher training, and the overcoming of structural and attitudinal barriers.

This chapter aims to discuss the foundations and guidelines of inclusive education in the BNCC, exploring its conceptualization and importance for the construction of a fairer educational system. To this end, the trajectory of school inclusion in Brazil will be analyzed, as well as the challenges and perspectives that still arise in the implementation of a curricular proposal that respects differences and ensures equal opportunities for all students.

CONCEPT OF INCLUSIVE EDUCATION AND ITS IMPORTANCE

Not long ago, education was seen as a process carried out within four walls, four lines: the school environment. However, aspects related to the autonomy and

independence of the student in the face of academic superiority on the part of the teacher alone have shown that education goes beyond the boundaries of the school. Especially because education happens every day, anywhere (Costa Júnior et al., 2022).

In this sense, and going further, we arrive at inclusive education, which can be defined as an educational model that seeks to ensure the participation of all students in regular education, regardless of their physical, intellectual, sensory, or social conditions. According to Mantoan (2015), school inclusion is not restricted to the insertion of students with disabilities in regular schools, but implies the transformation of culture, pedagogical practices and educational policies to meet the needs of each student. That's because inclusion is more than simply allowing everyone to participate; it is a commitment to equity, diversity, and respect for human dignity (Costa Júnior et al., 2024).

The movement for inclusive education has its roots in the Salamanca Declaration (UNESCO, 1994), which established fundamental principles for school inclusion and encouraged countries to adopt more accessible education systems. In Brazil, the National Policy on Special Education in the Perspective of Inclusive Education (Brasil, 2008) reinforced this commitment, determining that the schooling of students who are the target audience of special education occurs, preferably, in regular classes of regular education, with specialized support whenever necessary.

Article 5 of Law No. 9394/96 highlights that schools are responsible for housing and welcoming children in regular schools for their insertion into society, since access to compulsory basic education is a public right (Farias et al., 2023).

Thus, the BNCC, by defining the learning and development rights of students, incorporates principles of inclusion throughout its structure, reinforcing the need for pedagogical practices that guarantee equity and access to the curriculum for all. The implementation of the BNCC in the inclusive perspective requires methodological adaptations, differentiated assessments and the use of assistive technologies, allowing each student to advance at their own pace.

In addition to being a fundamental right, inclusive education brings benefits to the entire school community. Research shows that inclusive environments promote respect for diversity, strengthen empathy among students, and contribute to the development of socio-emotional skills essential for living in society. In this way, inclusion not only benefits students with disabilities, but enriches the teaching and learning process as a whole.

INTERNATIONAL LEGISLATION AND DOCUMENTS IN THE FIELD OF INCLUSION

The construction of inclusive educational policies in Brazil and in the world is the result of a long process of social and political mobilization, supported by legislation and international documents that establish principles and guidelines for the promotion of equity in education. These normative frameworks reinforce the right of all people to education, regardless of their physical, intellectual, sensory or social conditions.

Below, some of the main documents and legislation that underpin inclusive education will be presented, both in the global and national contexts.

The Universal Declaration of Human Rights (1948), adopted by the United Nations General Assembly in 1948, was one of the first documents to affirm education as a fundamental right. In article 26, the Declaration establishes that everyone has the right to education, emphasizing that basic education must be free and accessible to all (UN, 1948). Although it does not specifically address the inclusion of people with disabilities, this document has influenced the formulation of educational policies in several countries.

The Salamanca Declaration (1994), the result of the World Conference on Special Educational Needs promoted by UNESCO, represents a milestone in the defense of school inclusion. The document establishes that schools must welcome all children, regardless of their individual conditions, promoting curricular and methodological adaptations to meet their needs (UNESCO, 1994). The Declaration reinforces that school inclusion should not be seen as an alternative, but as a basic principle of education for all, encouraging governments to implement policies that guarantee the access and permanence of students with disabilities in regular education. According to Mantoan (2015), this document drove significant changes in the way countries began to structure their educational systems, seeking to ensure that schools were truly accessible spaces.

The Convention on the Rights of Persons with Disabilities (2006), adopted by the United Nations (UN) in 2006, reinforces the need to ensure an inclusive education system at all levels. Article 24 of the Convention states that States Parties must ensure that persons with disabilities are not excluded from mainstream education and have access to the support and accommodations necessary for their learning (UN, 2006). In Brazil, this Convention was incorporated into the legal system with the status of a constitutional amendment through Decree No. 6,949/2009, consolidating the obligation of school inclusion. The Convention reinforces the responsibility of governments in the

implementation of public policies that ensure not only access to education, but also the quality of learning for students with disabilities.

In Brazil, several educational laws and policies have been developed based on international principles of inclusion. The Federal Constitution of 1988, in its article 208, ensures specialized educational care for people with disabilities, preferably in the regular school system (Brasil, 1988). This guarantee was reinforced by the Law of Guidelines and Bases of National Education (LDB) – Law No. 9,394/1996, which establishes guidelines for the provision of special and inclusive education in the country.

In addition, the National Policy on Special Education in the Perspective of Inclusive Education (2008) consolidated inclusion as a central principle of Brazilian education, determining that all schools must be prepared to receive students with special educational needs, guaranteeing them specialized support and curricular adaptations (Brasil, 2008).

Finally, the National Common Curriculum Base (BNCC), approved in 2017, reinforces the need for pedagogical practices that respect the diversity of students, promoting inclusive and equitable teaching. The BNCC represents an advance in establishing competencies and skills that consider the heterogeneity of students, requiring schools to be more committed to accessibility and inclusion.

HOW BNCC INCORPORATES INCLUSIVE EDUCATION INTO THE CURRICULUM

The National Common Curriculum Base (BNCC), approved in 2017 for Early Childhood Education and Elementary Education and in 2018 for High School, establishes guidelines for the curricular organization of Brazilian schools. One of its main principles is equity, which aims to ensure that all students, regardless of their conditions, have access to quality education. With regard to inclusive education, the BNCC determines that teaching should be structured considering the diversity of students and promoting accessible pedagogical practices (Brasil, 2017).

The BNCC seeks to align itself with the precepts of inclusive education by recognizing differences and proposing strategies that meet the specific needs of students. However, the effective implementation of these guidelines depends on teacher training, the adaptation of teaching materials, and the structuring of schools to offer an accessible environment.

The BNCC emphasizes inclusion as one of the fundamental principles of Brazilian education. In the document, the word "inclusion" appears several times, associated with

the need to ensure equal opportunities and accessibility for all students (Brasil, 2017). In addition, it reinforces that the development of general competencies must consider the diversity and specificities of students, ensuring learning in an equitable way.

The BNCC represents an advance in incorporating inclusive education as a structuring axis of the curriculum, but its implementation still faces challenges, such as the adequacy of school spaces, teacher training and the preparation of accessible teaching materials. For inclusion to be effective, it is necessary for schools to have differentiated pedagogical strategies and specialized support.

The BNCC also proposes that the curricular organization should be flexible and capable of contemplating the needs of students with disabilities, developmental disorders and high abilities/giftedness.

CHALLENGES AND BARRIERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

The implementation of inclusive education in Brazil faces a series of structural, pedagogical and sociocultural challenges that make it difficult to implement the principles established by the BNCC. While the legal framework and educational guidelines reinforce the right of all students to quality education, in practice, there are still significant obstacles that limit full inclusion in schools. These challenges range from the physical infrastructure of the institutions to the training of teachers, including access to adapted materials and the development of effective public policies.

The need to transform schools into truly accessible and welcoming spaces for all students requires a cultural and pedagogical change that goes beyond the fulfillment of formal requirements. Inclusion is not limited to the enrollment of students with disabilities, but involves the guarantee of conditions for their full development and participation. Thus, it is essential to analyze the barriers that still exist in the implementation of inclusive education and seek solutions that allow them to be overcome.

SCHOOL INFRASTRUCTURE AND ACCESSIBILITY

Accessibility in the school environment is one of the pillars of inclusive education and one of the biggest challenges faced by educational institutions. The lack of adaptations in the physical infrastructure, such as access ramps, elevators, adapted bathrooms and adequate signage, compromises the mobility and autonomy of students with disabilities,

making it difficult for them to remain in school. After all, it is known to all that many educational establishments in Brazil still do not have the minimum adaptations required by accessibility standards, which excludes part of the students from school life.

In addition to architectural accessibility, inclusion depends on the provision of accessible pedagogical resources. The presence of assistive technologies, such as reading software for students with visual impairments, Libras interpreters for the deaf and Braille materials, is essential to ensure the active participation of these students in the teaching-learning process. However, many schools still face difficulties in implementing these resources due to the lack of investments and the absence of effective public policies for their distribution (Brasil, 2017).

Another relevant aspect is the adequacy of school spaces to meet the needs of students with Autism Spectrum Disorder (ASD) and other neurodiverse conditions. Very noisy environments, inadequate lighting and the absence of sensory rooms can compromise the adaptation and development of these students, making the school space a place of stress instead of learning.

Overcoming these barriers requires a joint commitment between government, schools and society. Accessibility should not be seen as an additional expense, but as an investment in building a more equitable and democratic education. Compliance with the accessibility standards established by Decree No. 5,296/2004 and the Brazilian Inclusion Law (Law No. 13,146/2015) is essential to ensure that the school is, in fact, a space for everyone.

TEACHER TRAINING AND CURRICULAR ADAPTATION

The effective implementation of inclusive education depends directly on teacher training and the ability of teachers to adapt the curriculum to meet the needs of all students. The BNCC establishes guidelines for equitable and quality education, but its application in the context of inclusion requires professionals prepared to deal with diversity in the classroom (Mantoan, 2015). However, research indicates that many educators still do not feel qualified to work with students with disabilities or special educational needs, highlighting gaps in initial and continuing education.

Teacher training for inclusion must contemplate both theoretical and practical aspects, covering everything from the fundamentals of special education to the use of active methodologies and assistive technologies. In addition, it is essential for teachers to

develop socio-emotional skills, such as empathy, patience, and flexibility, to ensure that curricular adaptation occurs in an effective and humanized way.

The initial training of teachers, in many teaching degree courses, still treats inclusive education in a superficial way, relegating it to isolated or optional subjects. This fragmented approach does not adequately prepare future teachers to face the challenges of inclusion in practice. The absence of a more robust and integrated curriculum on inclusive education contributes to teachers' insecurity when dealing with students with disabilities, neurodevelopmental disorders, or learning disabilities.

Continuing education is presented as an alternative to fill these gaps, but its effectiveness depends on factors such as regular course offering, active participation of professors, and institutional support (Brasil, 2015). However, many education systems still lack structured training programs, and teachers need to seek, on their own, specializations and updates in the area.

In addition, the overload of work and lack of time make it difficult for teachers to engage in training activities. The solution involves the institutionalization of continuous training programs within schools, with technical support and pedagogical monitoring.

As for curricular adaptation, this is one of the main instruments to ensure effective inclusion in the classroom. The BNCC proposes a flexible curriculum, which allows methodological adjustments, content adjustments and diversification of evaluation strategies to meet the different needs of students (Brasil, 2017). However, the application of these guidelines still faces practical challenges, such as the lack of resources, the resistance of some institutions and the lack of accessible pedagogical materials.

For Oliveira (2022, p. 5) The BNCC is a curricular policy that presents itself as one of the strategies that intends to contribute to the improvement of Brazilian education. In this way, the BNCC is a Brazilian curriculum policy that aims to establish a set of essential skills, competencies and knowledge for all students in the country, from kindergarten to high school.

ATTITUDINAL BARRIERS AND PREJUDICES IN THE SCHOOL ENVIRONMENT

Educational inclusion does not depend only on infrastructure and curricular adaptations; It requires a change of mentality among all those involved in the teaching-learning process. Attitudinal barriers, characterized by prejudices, stereotypes and lack of knowledge about diversity, are one of the main challenges for the effectiveness of inclusive

education (Mantoan, 2015). These barriers manifest themselves in different ways, from the resistance of teachers to modify their pedagogical practices to the social exclusion of students with disabilities by their colleagues (Sassaki, 2003).

The National Common Curriculum Base (BNCC) proposes the appreciation of diversity and the construction of a more equitable educational environment, but its implementation comes up against beliefs rooted in society and in the school culture itself (Brasil, 2017). According to Carvalho (2019), many education professionals still believe that inclusion harms class performance or that students with disabilities should only attend specialized schools. This exclusionary view contradicts the principles of inclusive education and reinforces existing inequalities.

Attitudinal barriers can generate significant impacts on the learning process of students with disabilities. The lack of acceptance, veiled discrimination and the absence of adapted pedagogical strategies can lead to disinterest, school dropout and compromise of the academic and social development of these students.

For Sassaki (2003), overcoming these barriers depends on continuous work of awareness and training, not only for teachers and managers, but also for students and their families. Initiatives such as lectures, debates, and pedagogical projects aimed at valuing diversity are essential to deconstruct prejudices and promote a more inclusive school culture (Carvalho, 2019).

Prejudice against students with disabilities can take different forms within the school, from bullying to segregation in school activities. Often, these students are excluded from social interactions and do not fully participate in group dynamics, which compromises their self-esteem and emotional well-being.

In addition, the lack of preparation of teachers to deal with diversity can reinforce these exclusionary practices. When the teacher does not adapt his methodology and does not encourage the active participation of students with disabilities, he reinforces the perception that these students are "different" and that they do not belong to the same learning environment.

In this sense, inclusive education will only be effectively achieved when there is a collective effort to eliminate attitudinal barriers and ensure that all students have the same learning opportunities. For this, it is necessary that inclusion be seen not only as a right of students with disabilities, but as an ethical and pedagogical commitment of the entire school community.

ASSISTIVE FEATURES AND TECHNOLOGIES

The adoption of assistive resources and technologies in inclusive education has been one of the main advances in promoting equity in education. These resources make it possible to adapt the school environment to the needs of students with disabilities, allowing greater autonomy and participation in the teaching-learning process. The National Common Curriculum Base (BNCC) recognizes the importance of accessibility and provides for the use of assistive technologies as part of pedagogical strategies to ensure effective inclusion (Brasil, 2017).

However, the implementation of these technologies still faces significant challenges. The lack of infrastructure, the high cost of some devices, and the lack of adequate training for teachers are some of the barriers that hinder the full use of these resources (Moran, 2015). Thus, it is essential to analyze both the limitations and the possibilities that assistive technologies offer to the inclusive educational context.

Assistive technologies encompass a set of devices, resources, and strategies that help people with disabilities in the development of their daily activities, including school learning. These resources can be low- or high-tech, ranging from adapted materials such as magnifying glasses and communication boards, to advanced electronic software and devices such as screen readers and voice synthesizers (Moran, 2015).

Assistive technologies play a key role in inclusive education, as they allow students with disabilities to develop their skills more autonomously, overcoming barriers imposed by disability. In addition, they promote social interaction and the active participation of students in the school environment, contributing to their full inclusion.

Several resources and assistive technologies have been used in inclusive education, helping in the teaching-learning process. Accessibility software, alternative communication boards and systems, digital whiteboards and adaptive educational software, physical assistive devices, printers and Braille books are some of the resources that, if used, enable more accessible and meaningful learning, ensuring the effective participation of students with disabilities in the school environment.

But despite advances in the area of assistive technology, its implementation still presents considerable challenges. Among the main obstacles, the lack of investment and infrastructure, insufficient teacher training, high cost of some technologies, resistance and attitudinal barriers stand out.

To overcome these limitations, it is essential that public policies ensure greater funding for the acquisition and maintenance of these resources, in addition to promoting continuous teacher training programs.

And while there are challenges, the possibilities offered by assistive technologies are broad and promising. Some strategies to enhance its use in education include continuous training of teachers, partnerships with companies and universities, digital accessibility, and encouraging research and development.

With these initiatives, inclusive education can be significantly strengthened, ensuring that all students, regardless of their limitations, have access to quality and equitable learning.

INCLUSIVE PRACTICES: STRATEGIES FOR A SCHOOL FOR ALL

The implementation of inclusive practices in Brazilian education represents a constant challenge for managers, teachers and other professionals in the area. The BNCC, by establishing a set of competencies and skills common to all students, reinforces the need for education that meets diversity and ensures equity in access to knowledge. For this goal to be achieved, it is essential to adopt models and methodologies that enable the effective learning of students with disabilities and special educational needs, promoting a truly inclusive education (Mantoan, 2015).

Among the main educational models aimed at inclusion, collaborative teaching stands out, in which regular education teachers work together with special education specialists to plan and develop pedagogical strategies adapted to the needs of students. This approach allows students with disabilities to actively participate in school activities, while also receiving individualized support to overcome specific challenges. Another widely adopted methodology is pedagogical differentiation, which proposes the diversification of content, resources, and assessments, ensuring that each student learns according to their abilities and pace.

The application of these methodologies can be observed in several schools that follow the BNCC guidelines and invest in inclusion. Some institutions have promoted continuing education for teachers, allowing them to acquire knowledge about inclusive pedagogical practices and the use of assistive technologies in the teaching-learning process. In addition, spaces such as multifunctional resource rooms offer specialized support for students who need curricular adaptations and accessible teaching materials

(Carvalho, 2019). These initiatives demonstrate that, when there is an institutional commitment to inclusion, the results are positive both for students with disabilities and for the entire school community.

To make the personalization of teaching more effective, it is essential to adopt strategies that enable curricular adaptation without compromising the quality of education offered. The flexibility of content, the use of accessible materials and the diversification of assessments are practices that favor the active participation of students, allowing them to demonstrate their knowledge in different ways. The use of multimedia resources, educational software, and materials in accessible formats, such as braille and Brazilian Sign Language (LIBRAS), has proven effective in promoting inclusion and encouraging student autonomy.

Teachers need to find appropriate teaching strategies that include fun activities that capture students' attention. Games play a crucial role in the children's learning process, as they contribute to the improvement of their skills, ability to concentrate, and intellectual growth (Duarte et al., 2023).

Morin (2003) also emphasizes the relevance of an education that stimulates critical thinking and the ability to reflect, allowing people to understand reality in its complexity and contradictions. Through this author's view, it is necessary to go beyond the limits of disciplines and combine knowledge from various areas to understand the complexity of current issues. Therefore, he argues that transdisciplinarity is not restricted to interdisciplinarity, but seeks to go beyond the disciplines and overcome their limits (Costa Júnior et al., 2023).

Considering all these aspects, it can be seen that the impact of public policies on the consolidation of inclusive education is also undeniable, as they define guidelines that guide the implementation of these practices in schools. Financing programs for the adaptation of school infrastructure, teacher training, and the acquisition of assistive technologies are essential to ensure that the BNCC guidelines are complied with equitably throughout the country. However, challenges still persist, such as the resistance of some schools to the adoption of inclusive practices and the difficulty of ensuring continuous training for all education professionals. For inclusion to be fully effective, a joint effort is needed between managers, teachers and the school community, in order to build environments that respect and value diversity.

FINAL CONSIDERATIONS

Inclusive education has been consolidated as a fundamental principle for building a more equitable and democratic society. The BNCC, by establishing guidelines for basic education in Brazil, reinforces the need to ensure that all students, regardless of their conditions, have access to quality education and can fully develop their potential. Throughout this article, the foundations of inclusive education, the BNCC guidelines in this context, the main legislation that supports inclusion, as well as the challenges and barriers that still persist in the implementation of these policies were discussed. In addition, pedagogical strategies were presented that allow the personalization of teaching and curricular adaptation, highlighting the role of educational management and public policies in the effectiveness of a truly inclusive environment.

The analysis showed that, although the BNCC represents a significant advance in guaranteeing the right to education for all, its implementation still faces structural, pedagogical and attitudinal challenges. The lack of adequate infrastructure, the need for continuous training of teachers and the resistance to inclusion in some institutions are factors that hinder the full application of the established guidelines. However, it is observed that good practices are already being developed in several schools, demonstrating that the adoption of inclusive methodologies, the use of assistive technologies and curricular adaptation are essential elements to ensure the participation and learning of students with disabilities and special educational needs.

In view of this panorama, it becomes evident that school inclusion cannot be seen only as a compliance with norms, but rather as an ethical and social commitment. Inclusive education not only benefits students with disabilities, but the entire school community, by promoting values such as respect, empathy, and collaboration. For this educational model to be consolidated, it is essential that there is a collective effort between managers, teachers, families and government agencies, ensuring that public policies are effective and that schools are, in fact, learning spaces for all. Thus, the BNCC, when applied with commitment and responsibility, can contribute significantly to the construction of a more accessible, equitable, and transformative education.

The BNCC represents a significant milestone in Brazilian education by establishing guidelines that seek to ensure equitable and quality education for all students. With regard to inclusion, the BNCC recognizes diversity as a fundamental principle and guides schools to adopt pedagogical practices that favor the full participation of students with disabilities

and special educational needs. This advance is crucial for the consolidation of a fairer and more democratic education, in which equity is promoted not only in discourse, but also in school practices.

However, despite the normative advances, the implementation of the BNCC in the context of inclusion still faces considerable challenges. One of the main obstacles is in the infrastructure of schools, which often do not have the necessary resources to adequately serve all students. In addition, teacher training still lacks a deepening of inclusive methodologies, making the process of curricular adaptation and personalization of teaching a challenging task for many professionals. The resistance of some sectors of society and the school community itself is also an obstacle, as inclusion is still, in many cases, understood as an additional effort, and not as an inalienable right of students.

Despite these challenges, it is undeniable that the BNCC represents an advance in the consolidation of inclusive education in Brazil. The construction of a truly inclusive educational system depends not only on well-structured policies, but also on the continuous commitment of managers, educators, families and society as a whole. For the BNCC to fulfill its role of ensuring a school for all, it is essential that the challenges are faced with adequate investments, continuous teacher training and a cultural change that values and respects diversity as a central pillar of the educational process. Only in this way will it be possible to transform the BNCC guidelines into concrete and effective practices, promoting a truly accessible and quality education for all.

For the BNCC to be effectively applied in the context of inclusive education, school managers must take an active role in promoting an accessible and welcoming environment. It is essential that they invest in adapted infrastructure, ensuring that physical spaces, teaching materials, and technological resources meet the needs of all students. In addition, they must foster an institutional culture that values diversity, encouraging the continuing education of teachers and stimulating pedagogical practices that favor inclusion. Engagement with the school community, including families and specialized professionals, is also necessary to strengthen support networks and ensure that the inclusive guidelines of the BNCC are implemented effectively.

Teachers, in turn, need to adopt didactic strategies that respect the particularities of each student, promoting the personalization of teaching and curricular adaptation. The use of active methodologies, such as project-based learning and collaborative teaching, can be an effective alternative to engage students and ensure their full participation in the

educational process. In addition, the incorporation of assistive technologies can expand the possibilities of teaching and learning, making the content more accessible. For this to occur, it is essential that teachers have access to continuing education, enabling the improvement of their pedagogical practices and the development of new skills to deal with diversity in the classroom.

In the context of public policies, it is essential that policymakers ensure adequate resources for the implementation of actions aimed at inclusive education. The financing of teacher training programs, the strengthening of special education in the context of the common school and the expansion of accessibility in educational institutions should be priorities. In addition, it is necessary to closely monitor the application of the BNCC, ensuring that schools comply with its inclusive guidelines effectively. The formulation of policies must be based on research and successful experiences, promoting a constant dialogue with educators, managers and experts in the field so that the measures adopted are, in fact, transformative.

Inclusive education is a fundamental pillar for building a more just, equitable, and democratic society. By ensuring that all students, regardless of their conditions and particularities, have access to quality education, we promote not only the right to learning, but also the formation of citizens who are more aware and prepared to act in a diverse world. The school, in this context, takes a central role in providing an environment where diversity is respected and valued, contributing to the development of a culture of respect, empathy and cooperation.

The BNCC, by establishing guidelines that incorporate inclusion as a structuring principle, represents a significant advance in Brazilian education. However, for these guidelines to materialize into effective practices, it is essential that managers, teachers, and public policy makers act in an articulated manner, ensuring that schools have adequate resources, that teachers are prepared to meet the needs of students, and that there is a continuous commitment to curriculum training and adaptation. Only then will it be possible to overcome the barriers that still exist and ensure that inclusive education is a reality for all.

True educational transformation does not occur only at the normative level, but in the materialization of policies and practices that guarantee equal opportunities for all students. Inclusion should not be seen as a one-off challenge, but as a non-negotiable commitment of the whole society to build a fairer future. By investing in inclusive education,

we promote not only the academic development of students, but also the formation of individuals who are better prepared to live in a plural, collaborative, and ethical world, in which diversity is recognized as an essential asset for collective progress.

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