

SPECIAL EDUCATION FROM THE PERSPECTIVE OF THE BNCC: CHALLENGES AND INCLUSIVE PRACTICES

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ABSTRACT

The article discusses the intersection between the National Common Curriculum Base (BNCC) and special and inclusive education, highlighting the advances and challenges for the implementation of truly equitable education in Brazil. The BNCC, by establishing essential learning for all students, reinforces the commitment to inclusion and diversity, proposing pedagogical practices that respect the singularities of each student. However, the implementation of these principles faces significant obstacles, such as the lack of adequate infrastructure, insufficient teacher training, and cultural resistance to inclusion. The article addresses these challenges in three dimensions: structural, pedagogical and cultural, highlighting the need for curricular adaptations, inclusive assessments and the use of assistive technologies. The role of the teacher and school management is emphasized, with recommendations for continuing education and democratic management as essential tools for promoting inclusion. Finally, the article offers recommendations for managers,

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teachers, and public policy makers, highlighting the importance of adequate funding, teacher training, and the creation of support networks. It is concluded that, although the BNCC represents a significant advance, its implementation requires a collective effort to overcome the challenges and ensure inclusive and quality education for all.

Keywords: BNCC. Inclusive Education. Curriculum Guidelines. Special education. School Management.

INTRODUCTION

Special and inclusive education has been one of the central axes of contemporary discussions on public educational policies in Brazil. With the advent of the National Common Curriculum Base (BNCC), approved in 2017, the country has taken a significant step towards ensuring equitable and quality education for all students, regardless of their physical, intellectual, social, or cultural particularities. The BNCC, as a normative document, establishes the essential learning that all students must develop throughout Basic Education, reinforcing the commitment to inclusion and diversity. However, the implementation of these guidelines in the context of special education still faces structural, pedagogical and cultural challenges that demand reflection and action on the part of educational managers, teachers and other actors involved in the educational process.

This article aims to analyze special education from the perspective of the BNCC, identifying the main challenges and inclusive practices that can contribute to the realization of a truly inclusive education. To this end, a bibliographic review is carried out that integrates official documents, such as the BNCC, the Law of Guidelines and Bases of National Education (LDB) and the Brazilian Law of Inclusion (LBI), as well as academic studies that discuss the theme of inclusive education in the Brazilian context. The literature review will allow us to understand how the BNCC dialogues with the demands of special education, as well as to point out ways to overcome the obstacles that still persist in school practice.

The relevance of this study lies in the need to align public educational policies with the real needs of students with disabilities, global developmental disorders and high abilities/giftedness, guaranteeing them not only access, but also permanence and success in regular school. In addition, the article seeks to contribute to the reflection on the role of school management and teachers in promoting inclusive pedagogical practices, highlighting the importance of continuing education, curricular adaptation, and the creation of welcoming and respectful school environments.

School management plays a fundamental role in this process, acting as a mediator between public policies and pedagogical practice. A manager committed to inclusion must not only ensure the implementation of the BNCC guidelines, but also foster a school culture that values diversity and promotes the participation of all members of the school community. In this sense, democratic and participatory management emerges as an

essential strategy for the construction of an inclusive school, in which decisions are made collectively and differences are seen as opportunities for learning and growth.

Public educational policies, in turn, have the role of providing the necessary conditions for inclusion to be effective. This includes the guarantee of financial resources, the adequate training of education professionals, and the availability of assistive technologies and other pedagogical resources. However, it must be recognized that, although significant advances have been achieved in recent years, there is still a long way to go for inclusive education to become a reality in all Brazilian schools. The BNCC, in this context, represents an important tool, but its effectiveness depends on a joint effort between governments, schools, families and society.

Finally, it is important to highlight that inclusive education is not limited to the inclusion of students with disabilities in regular education. It is a broader approach, which aims to guarantee the right to education for all students, respecting their singularities and promoting the integral development of each one. In this sense, the BNCC, by establishing competencies and skills common to all students, reinforces the idea that diversity is a value to be celebrated and not a problem to be solved. This article seeks, therefore, to contribute to this discussion, offering reflections and subsidies that can help in the construction of a more just, equitable and inclusive education.

The methodology adopted consists of a qualitative bibliographic review, based on referential authors in the area of education, normative documents and recent research that addresses the intersection between the BNCC and special education. It is hoped that this work can offer theoretical and practical subsidies for the construction of a more inclusive school, aligned with the principles of equity and guarantee of rights.

THEORETICAL FOUNDATION

Special and inclusive education in Brazil has been the target of intense discussions and transformations over the last decades, especially with the enactment of laws and guidelines that aim to guarantee the right to education for all students, regardless of their physical, intellectual or social conditions. In this context, the National Common Curriculum Base (BNCC) emerges as a fundamental document, as it establishes the essential learning that must be guaranteed to all students in Basic Education, reinforcing the principle of equity and inclusion (Brasil, 2017). To understand the relationship between the BNCC and

special education, it is necessary to revisit the legal and theoretical frameworks that underlie this discussion, as well as to analyze how the BNCC fits into this panorama.

This chapter is organized into three main axes: the brief history of the BNCC, the concepts and legal frameworks of special and inclusive education, and the intersection between the BNCC and inclusive education. From this analysis, we seek to understand how the BNCC can be a tool for the promotion of inclusive pedagogical practices, aligned with the needs of students with disabilities, global developmental disorders and high abilities/giftedness.

BRIEF HISTORY OF THE BNCC

The National Common Curriculum Base (BNCC) is a normative document that defines the essential learning that all students must develop throughout Basic Education, from Early Childhood Education to High School. Its construction was a long and complex process, marked by debates, public consultations and revisions, which culminated in its ratification in 2017 (Brasil, 2017). The BNCC emerges as a response to the demands for a more equitable and quality education, in line with international guidelines, such as the Sustainable Development Goals (SDGs) of the United Nations (UN), which include the guarantee of inclusive and equitable education for all (UNESCO, 2015).

The process of preparing the BNCC began in 2015, under the coordination of the Ministry of Education (MEC), and had the participation of specialists, teachers, managers and representatives of civil society. During its construction, two public consultations were held, which received thousands of contributions from all over the country, evidencing the democratic and participatory nature of the process (Brasil, 2017). The BNCC was organized into general competencies and specific skills, with the objective of promoting the integral development of students, preparing them not only for the job market, but also for the exercise of citizenship and life in society.

One of the most innovative aspects of the BNCC is its emphasis on inclusion and diversity. The document recognizes that students have different learning rhythms, interests, and needs, and proposes that schools adopt pedagogical practices that respect these differences, ensuring that everyone has access to essential learning (Brasil, 2017). In this sense, the BNCC represents a significant advance in relation to previous curricula, which often did not consider the specificities of students with disabilities or other special educational needs.

GUIDING PRINCIPLES: EQUITY, INCLUSION AND ENSURING ESSENTIAL LEARNING

The National Common Curriculum Base (BNCC) is based on fundamental principles that guide its pedagogical proposal and its implementation in Brazilian schools. Among these principles, equity, inclusion, and the guarantee of essential learning stand out, which reflect the commitment to an education that values diversity and seeks to guarantee the right to learn for all students, without exception (Brasil, 2017). These principles not only underpin the BNCC, but also dialogue directly with the demands of special and inclusive education, reinforcing the need for pedagogical practices that respect the singularities of each student.

The principle of equity goes beyond equal opportunities, as it recognizes that students have different needs, rhythms, and learning contexts. While equality presupposes treating everyone equally, equity proposes to offer each one the necessary support so that they can achieve their educational goals (Mantoan, 2015). In the BNCC, equity translates into curricular flexibility, the adaptation of methodologies and the provision of resources that allow the effective participation of all students, including those with disabilities, global developmental disorders or high abilities/giftedness (Brasil, 2017).

The principle of inclusion, on the other hand, is intrinsically linked to the idea that the school should be a welcoming and respectful space, in which diversity is valued and celebrated. Inclusion is not limited to the enrollment of students with disabilities in regular schools, but involves the creation of conditions so that everyone can learn and develop fully (Mantoan, 2015). The BNCC reinforces this principle by establishing that pedagogical practices should be planned considering the specific needs of each student, promoting the active participation and engagement of all (Brasil, 2017).

Finally, the guarantee of essential learning is one of the central pillars of the BNCC. The document defines a set of knowledge, skills and competencies that all students must develop throughout Basic Education, regardless of their personal or social conditions (Brasil, 2017). This principle ensures that no student is left behind, reinforcing the commitment to quality education for all. For special education students, this implies the need for curricular adaptations and pedagogical strategies that guarantee access to essential learning, without losing sight of their particularities (Mantoan, 2015).

HOW THE BNCC ADDRESSES DIVERSITY AND SPECIAL EDUCATION

The National Common Curriculum Base (BNCC) recognizes diversity as a fundamental value for building a fairer and more inclusive society. In this sense, the document establishes guidelines that aim to ensure respect for differences and the promotion of pedagogical practices that meet the needs of all students, including those in special education (Brasil, 2017). The BNCC not only affirms the right to education for students with disabilities, pervasive developmental disorders, and high abilities/giftedness, but also proposes strategies so that these students can fully participate in the educational process.

One of the most relevant aspects of the BNCC with regard to special education is curricular flexibility. The document provides that schools must make the necessary adaptations to ensure that all students have access to essential learning, respecting their specific rhythms and conditions (Brasil, 2017). This includes the use of differentiated pedagogical resources, such as assistive technologies, and the implementation of practices that promote the active participation of students with disabilities in all school activities (Mantoan, 2015).

In addition, the BNCC highlights the importance of collaboration between education professionals to promote inclusion. Teamwork, involving teachers, managers and professionals of the Specialized Educational Service (SES), is essential to create a welcoming and inclusive school environment (Brasil, 2017). SEA in particular plays a crucial role in offering specialized and complementary support to classroom work, ensuring that students with disabilities can overcome barriers and achieve their educational goals (Mantoan, 2015).

The BNCC also addresses diversity through its general competencies, which guide the integral development of students. Competency 10, for example, emphasizes the importance of responsibility and citizenship, encouraging students to respect and value differences, promoting empathy and dialogue (Brasil, 2017). This competence is directly related to inclusive education, as it reinforces the idea that the school should be a space for democratic coexistence, in which everyone is respected and has a voice.

Another relevant point is the BNCC's emphasis on inclusive evaluation. The document proposes that assessments be adapted to the needs of students, ensuring that everyone can demonstrate their learning in a fair and meaningful way (Brasil, 2017). This implies the use of evaluation instruments and criteria that consider the particularities of

each student, avoiding practices that may exclude or marginalize those who do not fit into conventional standards (Mantoan, 2015).

Finally, the BNCC reinforces the importance of continuing education for teachers as an essential element for the effectiveness of inclusive education. The document suggests that education professionals should be prepared to deal with diversity in the classroom, adopting pedagogical practices that promote inclusion and respect for differences (Brasil, 2017). This training should include not only theoretical knowledge, but also practical strategies that can be applied in everyday school life.

SPECIAL AND INCLUSIVE EDUCATION: CONCEPTS AND LEGAL FRAMEWORKS

Special education is a teaching modality that aims to meet the specific educational needs of students with disabilities, global developmental disorders, and high abilities/giftedness. Its objective is to ensure that these students have access to resources, methodologies and adapted pedagogical strategies, which allow their full development and effective participation in the educational process (Brasil, 2008). Inclusive education, on the other hand, goes beyond special education, as it proposes the transformation of the educational system as a whole, so that all schools are prepared to receive and serve the diversity of their students, without exclusion or segregation (Mantoan, 2015).

While special education has traditionally focused on segregated spaces, such as special schools and classes, inclusive education advocates for the enrollment of all students in regular school, with the necessary support so that they can learn and develop on equal terms (Mantoan, 2015). Inclusion, therefore, is not limited to the physical presence of the student at school, but involves the creation of conditions for him to actively participate in all school activities, respecting his singularities and potentialities.

It should also be noted that, with regard to the educator, this professional is expected to be "able to deal with the different needs of students, regardless of their origins, cultures, and contexts" (Costa Júnior et al., 2023, p.1).

In this sense, special and inclusive education in Brazil is supported by a series of legal frameworks that guarantee the right to education for all students. Among the main ones, the following stand out:

- Law of Guidelines and Bases of National Education (LDB - Law No. 9.394/1996): The LDB establishes that special education is a modality of education that should be offered preferably in the regular school system, guaranteeing

students with disabilities access to the common curriculum and the provision of specialized support services (Brasil, 1996). The law also provides for curricular flexibility and the adaptation of methodologies to meet the specific needs of these students.

- Brazilian Inclusion Law (LBI - Law No. 13,146/2015): Known as the Statute of Persons with Disabilities, the LBI reinforces the right to inclusive education at all levels of education, prohibiting the collection of additional fees and ensuring the provision of accessibility resources and assistive technologies (Brasil, 2015). The law also provides for the continuing education of teachers and the participation of the family in the educational process.
- National Policy on Special Education in the Perspective of Inclusive Education (2008): This policy redefines special education as a transversal modality, which crosses all levels and stages of basic education. Its objective is to ensure the inclusion of students with disabilities, global developmental disorders and high abilities/giftedness in regular schools, with the support of the Specialized Educational Service (AEE) (Brasil, 2008). The policy also emphasizes the importance of collaboration between education professionals and the school community.

Specialized Educational Service (SES) is a complementary service to regular schooling, offered in multifunctional resource rooms or specialized centers. Its objective is to eliminate barriers that may prevent the full participation of students with disabilities in the educational process, through pedagogical strategies and specific resources (Brasil, 2008). SEA does not replace regular education, but acts in an articulated way with it, ensuring that students have access to the common curriculum and develop their potential.

Among the main duties of the SEA, the following stand out:

- The development and implementation of individualized service plans, which consider the specific needs of each student.
- The use of assistive technologies, such as software, equipment and adapted pedagogical materials.
- Guidance from teachers and family members on inclusive practices and strategies to support learning.

- The promotion of activities that stimulate the autonomy, communication and socialization of students (Brasil, 2008).

SEA is, therefore, a fundamental pillar for the effectiveness of inclusive education, as it offers the necessary support for students with disabilities to overcome challenges and achieve their educational goals.

INTERSECTION BETWEEN BNCC AND INCLUSIVE EDUCATION

The National Common Curriculum Base (BNCC) represents a significant advance in the dialogue between educational policies and the demands of inclusive education. By establishing the essential learning that all students must develop throughout Basic Education, the BNCC reinforces the commitment to equity and inclusion, ensuring that no student is excluded from the educational process (Brasil, 2017). In this sense, the document not only recognizes diversity as a fundamental value, but also proposes concrete strategies so that schools can meet the needs of all students, including those in special education.

The BNCC is aligned with the principles of inclusive education by arguing that the school should be a welcoming space, in which differences are respected and valued. The document provides for curricular flexibility, the adaptation of methodologies and the use of differentiated pedagogical resources, which allow the effective participation of all students, regardless of their physical, intellectual or social conditions (Brasil, 2017).

In addition, the BNCC emphasizes the importance of collaboration between education professionals, families, and the school community to promote inclusion. The document suggests that schools adopt pedagogical practices that promote the active participation of all students, creating a collaborative and respectful learning environment (Brasil, 2017). This perspective reinforces the idea that inclusion is not only the responsibility of teachers, but of the entire school community.

The general competencies of the BNCC are one of the most innovative elements of the document, as they guide the integral development of students, preparing them not only for the job market, but also for the exercise of citizenship and life in society. These competencies are directly related to inclusive education, as they reinforce the importance of values such as respect, empathy, and collaboration.

Among the general competencies, Competency 10 deserves special mention in the context of inclusion. It proposes that students should act personally and collectively with autonomy, responsibility, flexibility, resilience and determination, making decisions based on ethical, democratic, inclusive, sustainable and solidary principles (Brasil, 2017). This competency emphasizes the importance of an education that values diversity and promotes the participation of all, regardless of their conditions or characteristics.

Competency 10 is directly related to inclusive education, as it reinforces the idea that the school should be a space for democratic coexistence, in which everyone is respected and has a voice. It also encourages students to develop attitudes of respect and solidarity, which are fundamental for building a more just and inclusive society (Mantoan, 2015). By working on this competence in the classroom, teachers can promote pedagogical practices that value differences and encourage collaboration among students.

In addition to Competency 10, other general competencies of the BNCC also dialogue with inclusion, such as Competency 1, which proposes the development of knowledge, skills, and attitudes that allow students to understand and transform reality, and Competency 9, which emphasizes the importance of dialogue and conflict resolution (Brasil, 2017). These competencies reinforce the idea that education should be an instrument of social transformation, capable of promoting inclusion and respect for differences.

CHALLENGES OF SPECIAL EDUCATION FROM THE PERSPECTIVE OF THE BNCC

The implementation of the National Common Curriculum Base (BNCC) in the context of special and inclusive education represents a significant advance, but it also brings to light a series of challenges that need to be faced so that its principles are put into practice in school. Although the BNCC defends equity, inclusion, and the guarantee of essential learning for all students, the reality of Brazilian schools is still far from this ideal, especially with regard to the education of students with disabilities, global developmental disorders, and high abilities/giftedness (Brasil, 2017).

In this sense, Santos et al. (2022, p. 132) reinforce that "the educational process is not only the function of teachers and the school, but also the family". This is because, as Costa Júnior et al. (2022) highlight, education is not limited to the school environment, going beyond the walls of the school and taking place every day, everywhere.

That said, it is important to say that the challenges faced can be categorized into three main dimensions: structural, curricular and pedagogical, and cultural and social. Each of these dimensions reflects specific obstacles that need to be overcome so that the BNCC can fulfill its role of promoting truly inclusive education. In this chapter, structural challenges will be addressed, which include the lack of infrastructure and resources in schools, as well as the difficulties in teacher training to work with diversity.

STRUCTURAL CHALLENGES

One of the main challenges for the implementation of the BNCC in the context of special education is the lack of adequate infrastructure in Brazilian schools. Many educational institutions lack basic resources, such as access ramps, adapted bathrooms, multifunctional resource rooms, and assistive technologies, which are essential to ensure accessibility and effective participation of students with disabilities (Mantoan, 2015). The absence of these resources creates physical and symbolic barriers that prevent students from having full access to the curriculum and school activities.

In addition, the scarcity of financial and material resources limits the ability of schools to invest in adaptations and improvements necessary to meet the demands of inclusive education. School managers often face difficulties in obtaining government funding and support, which results in a scenario of precariousness and improvisation (Brasil, 2008). This situation is even more critical in peripheral and rural regions, where schools already face additional challenges, such as the lack of school transportation and the lack of qualified professionals.

Another significant structural challenge is the insufficient training of teachers to work with diversity in the classroom. The BNCC requires educators to adopt inclusive pedagogical practices that respect the needs and learning rhythms of all students. However, many teachers did not receive the knowledge and skills necessary to deal with special and inclusive education during their initial training (Mantoan, 2015).

Continuing education, although essential, also faces obstacles, such as the lack of specific courses, the lack of time for teachers to participate in training and the absence of public policies that encourage and finance this training (Brasil, 2008). As a result, many educators feel unprepared to deal with situations that require curricular adaptations, the use of assistive technologies, and differentiated pedagogical strategies.

This gap in teacher training has a direct impact on the quality of education offered to special education students. Without adequate support, teachers can adopt exclusionary practices or reproduce stereotypes and prejudices, reinforcing the barriers that the BNCC seeks to eliminate (Mantoan, 2015). Therefore, investing in the initial and continuing training of teachers is a fundamental step to overcome the structural challenges of inclusive education.

CURRICULAR AND PEDAGOGICAL CHALLENGES

The National Common Curriculum Base (BNCC) provides for the need for curricular adaptations to ensure that all students, including those with disabilities, global developmental disorders and high abilities/giftedness, have access to essential learning (Brasil, 2017). However, implementing these adaptations is still a significant challenge for many schools and teachers, who often lack clear guidance or adequate resources to carry out these modifications effectively.

Curricular adaptations can range from the simplification of content and the use of alternative teaching materials to the modification of teaching methodologies and strategies, in order to meet the specific needs of each student (Mantoan, 2015). For example, a visually impaired student may require braille or audio description materials, while a student with autism may benefit from structured routines and visual aids. These adaptations require not only technical knowledge, but also creativity and flexibility on the part of teachers.

One of the main challenges in this process is the lack of clear guidelines on how to make curricular adaptations without compromising the learning objectives proposed by the BNCC. Many teachers feel insecure about what can or cannot be adapted, fearing that the changes will harm the quality of teaching or the preparation of students for external evaluations (Brasil, 2008). In addition, the absence of technical and pedagogical support makes it difficult to develop and implement individualized care plans, which are essential for effective inclusion.

Inclusive assessment is another central challenge in the context of special and inclusive education. The BNCC proposes that assessments be adapted to the needs of students, ensuring that everyone can demonstrate their learning in a fair and meaningful way (Brasil, 2017). However, in practice, many schools still adopt standardized evaluation models, which do not consider the particularities of students with disabilities or other special educational needs.

Inclusive assessment requires the use of diversified instruments and criteria, which take into account the different forms of expression and communication of students. For example, a student with an intellectual disability may need more time to take a test, while a student with a physical disability may need a technological support to record their answers (Mantoan, 2015). In addition, it is important that the assessments consider not only academic performance, but also individual progress and the development of socio-emotional skills.

One of the main obstacles to the implementation of inclusive evaluation is cultural resistance to changes in evaluation processes. Many teachers and administrators still believe that the standardization of assessments is necessary to ensure "equality" among students, without realizing that this approach can exclude or marginalize those who do not fit into conventional standards (Brasil, 2008). To overcome this challenge, it is essential to promote a change in mentality, emphasizing that inclusive assessment does not mean "facilitating" the process, but rather ensuring that all students have real opportunities to demonstrate their learning.

Another important aspect is the training of teachers to carry out inclusive assessments. Many educators did not receive, during their initial training, the knowledge and skills necessary to develop and apply adapted evaluation instruments (Mantoan, 2015). Therefore, investing in continuing education and technical support is essential for teachers to adopt fairer and more meaningful evaluation practices.

CULTURAL AND SOCIAL CHALLENGES

The implementation of inclusive education, as proposed by the National Common Curriculum Base (BNCC), faces not only structural and pedagogical challenges, but also cultural and social barriers that hinder its effectiveness. One of these barriers is the resistance to inclusion on the part of some actors in the school community, including teachers, administrators, staff and even families of students without disabilities (Mantoan, 2015). This resistance often manifests itself through attitudes and discourses that question the viability of inclusion, arguing that the presence of students with disabilities in regular classrooms can "delay" the learning of others or overload teachers.

This resistance can be attributed to a number of factors, such as the lack of information about the potential of students with disabilities, the fear of the unknown, and the traditional school culture, which values homogeneity and standardization to the

detriment of diversity (Brasil, 2008). In addition, many education professionals do not feel prepared to deal with inclusion, which generates insecurity and resistance in relation to the necessary changes.

To overcome this resistance, it is essential to promote a cultural change in the school, which involves raising awareness and training all actors in the school community. This includes holding lectures, workshops, and debates on the importance of inclusion, as well as creating spaces for dialogue and collaboration between teachers, managers, families, and students (Mantoan, 2015). School management plays a crucial role in this process, by fostering a culture of acceptance and respect for differences.

Another significant challenge in the context of inclusive education is stigma and prejudice towards students with disabilities. Despite legal advances and awareness campaigns, many people still associate disability with disability, devaluing the potential and contributions of these individuals (Mantoan, 2015). This stigma is reflected in discriminatory and exclusive attitudes, which can occur both in the school environment and in society in general.

In the school context, prejudice can manifest itself in various ways, such as the social exclusion of students with disabilities, low expectations regarding their performance, and the lack of opportunities for them to participate in extracurricular activities or assume leadership roles (Brasil, 2008). These attitudes not only harm the academic and socio-emotional development of students with disabilities but also reinforce negative stereotypes that make it difficult to build an inclusive culture.

Combating stigma and prejudice requires a multifaceted approach, which includes education for diversity, the promotion of inclusive practices and the appreciation of the achievements of students with disabilities. The school can, for example, develop interdisciplinary projects that address topics such as human rights, diversity and inclusion, involving the entire school community in this reflection (Mantoan, 2015). In addition, it is important that teachers and managers adopt a proactive stance, intervening whenever situations of discrimination or exclusion occur.

Another effective strategy is the participation of families in the educational process, both for students with disabilities and for others. By involving families in school activities and projects, the school can promote a greater understanding and acceptance of differences, contributing to the construction of a more inclusive and supportive community (Brasil, 2008).

INCLUSIVE PRACTICES FROM THE PERSPECTIVE OF THE BNCC

The National Common Curriculum Base (BNCC) not only establishes guidelines for inclusive education, but also offers subsidies for the implementation of pedagogical practices that promote the participation and development of all students, including those with disabilities, global developmental disorders, and high abilities/giftedness (Brasil, 2017). In this sense, the BNCC reinforces the importance of innovative and inclusive pedagogical strategies, which respect the singularities of each student and ensure access to essential learning.

This chapter will address some of the main pedagogical strategies that can be adopted by schools to promote inclusion, in line with the principles of the BNCC. Among them, the use of assistive technologies and multifunctional resources, the realization of interdisciplinary projects and the implementation of peer tutoring and collaborative work practices stand out.

PEDAGOGICAL STRATEGIES

Assistive technologies are essential tools to ensure accessibility and effective participation of students with disabilities in the educational process. These technologies include software, equipment, and devices that aid communication, mobility, and learning, such as screen readers, electronic magnifying glasses, adapted keyboards, and alternative communication software (Mantoan, 2015). The BNCC reinforces the importance of these resources by proposing that schools adopt pedagogical practices that consider the specific needs of each student, ensuring that everyone has access to the common curriculum.

Knowing that "the evolution of assistive technology is directly linked to technological advances and the growing demands for inclusion and accessibility" (Da Silva, 2024, p.4).

But beyond assistive technologies, cross-functional resources also play a crucial role in promoting inclusion. Multifunctional resource rooms, for example, offer an environment equipped with adapted pedagogical materials, where students with disabilities can receive specialized care, complementary to regular education (Brasil, 2008). These resources allow students to overcome barriers and develop their potential, contributing to a more equitable and inclusive education.

Costa Júnior et al. (2023) highlight that Artificial Intelligence can be a powerful partner in education. According to the author, artificial intelligence can help students with

special needs become more accessible through personalized resources adjusted to their demands. Artificial Intelligence makes it possible to create inclusive environments, ensuring that all students have equal access and learning opportunities.

Interdisciplinary projects are a powerful pedagogical strategy to promote inclusion, as they integrate different areas of knowledge and involve students in practical and meaningful activities. The BNCC encourages the realization of projects that address topics relevant to the school community, such as diversity, sustainability and citizenship, promoting collaboration and respect for differences (Brasil, 2017).

Peer tutoring and collaborative work are pedagogical strategies that promote inclusion by stimulating interaction and cooperation among students. In peer tutoring, students with different skills and knowledge work together, helping each other in the learning process (Brasil, 2008). This practice not only benefits students with disabilities, who receive personalized support, but also contributes to the development of skills such as empathy, responsibility, and leadership among other students.

Collaborative work, in turn, involves carrying out group activities, in which students need to collaborate to achieve a common goal. The BNCC values this approach by proposing that students develop skills such as communication, empathy and problem-solving, which are essential for life in society (Brasil, 2017). By working as a team, students learn to value the differences and contribution of each member of the group, creating a more inclusive and respectful learning environment.

THE ROLE OF THE TEACHER AND SCHOOL MANAGEMENT

The implementation of the National Common Curriculum Base (BNCC) in the context of inclusive education requires teachers to be prepared to deal with diversity in the classroom. However, many education professionals did not receive, during their initial training, the knowledge and skills necessary to work with students with disabilities, pervasive developmental disorders and high abilities/giftedness (Mantoan, 2015). Therefore, continuing education is essential to enable teachers to adopt inclusive pedagogical practices, aligned with the principles of the BNCC.

Continuing education should include not only theoretical knowledge about special and inclusive education, but also practical strategies that can be applied in everyday school life. This involves the learning of curriculum adaptation techniques, the use of assistive technologies and the elaboration of individualized care plans (Brasil, 2008). In addition, it is

important for teachers to have access to courses, workshops, and lectures that address topics such as empathy, diversity, and conflict resolution, contributing to the creation of a more welcoming and respectful school environment.

Democratic and participatory management is another fundamental tool for promoting inclusion in schools. The BNCC reinforces the importance of the participation of all actors in the school community – teachers, managers, employees, students and families – in the construction of an inclusive culture (Brasil, 2017). Democratic management involves the creation of spaces for dialogue and collaboration, in which decisions are made collectively and differences are valued.

An example of democratic management is the holding of school councils, which bring together representatives of all segments of the school community to discuss and plan actions aimed at inclusion. These councils can, for example, define priorities for the use of financial resources, propose inclusive pedagogical projects, and monitor the implementation of the BNCC guidelines (Mantoan, 2015). The participation of families is especially important in this process, as they can offer valuable insights into the needs and potentialities of students with disabilities.

Democratic management also involves transparency and accountability, which are essential to ensure that inclusive policies and practices are effectively implemented. School managers must communicate in a clear and accessible way the actions carried out and the results achieved, promoting the trust and engagement of the school community (Brasil, 2008). In addition, it is important that managers adopt a proactive stance, seeking partnerships with specialized institutions and civil society organizations that can offer technical and financial support to promote inclusion.

FINAL CONSIDERATIONS

This article sought to analyze special education from the perspective of the National Common Curriculum Base (BNCC), highlighting the challenges and inclusive practices that can contribute to the effectiveness of a truly inclusive education. Throughout the text, the guiding principles of the BNCC were discussed, such as equity, inclusion and guarantee of essential learning, and how they dialogue with the guidelines of special and inclusive education. The structural, pedagogical and cultural challenges that hinder the implementation of the BNCC were also addressed, as well as pedagogical strategies that can inspire other schools and education networks.

The BNCC represents a significant advance with regard to inclusive education, by proposing that all students, regardless of their physical, intellectual or social conditions, have access to essential learning. However, the implementation of these principles still faces significant obstacles, such as the lack of adequate infrastructure, insufficient teacher training, and cultural resistance to inclusion. To overcome these challenges, it is essential that schools adopt innovative and inclusive pedagogical practices that respect the uniqueness of each student and promote the active participation of all.

In order for the National Common Curriculum Base (BNCC) to fulfill its role of promoting truly inclusive education, it is essential that managers, teachers, and public policy makers adopt concrete and coordinated measures. School managers must prioritize democratic and participatory management, creating spaces for dialogue and collaboration that involve the entire school community – teachers, staff, students and families – in building an inclusive culture. In addition, it is essential that managers invest in the continuing education of teachers, offering courses, workshops, and lectures that address inclusive pedagogical practices, the use of assistive technologies, and curricular adaptation strategies. Another important action is to ensure physical and pedagogical accessibility in schools, adapting physical spaces, acquiring resources such as assistive technologies and adapted pedagogical materials, and creating multifunctional resource rooms that meet the needs of students with disabilities.

Teachers, in turn, play a central role in the implementation of the BNCC guidelines. It is recommended that they adopt inclusive pedagogical practices, such as curricular flexibility, the use of assistive technologies, and the realization of interdisciplinary projects that promote the active participation of all students. Participation in continuing education processes is equally crucial, as it allows teachers to update their knowledge and skills to work with diversity in the classroom. Additionally, teachers should promote collaboration and dialogue among students, creating a welcoming and respectful learning environment in which differences are valued and celebrated.

Policymakers, on the other hand, have a responsibility to ensure adequate funding for the implementation of the BNCC guidelines, especially in peripheral and rural regions, where schools face additional challenges. It is necessary to develop continuing education policies for teachers, with a focus on inclusive practices and the use of assistive technologies, in addition to fostering the creation of support networks between schools, specialized institutions, and civil society organizations. These networks can promote the

exchange of experiences and good practices, strengthening the capacity of schools to offer quality education to all students, regardless of their conditions or characteristics.

Special education from the perspective of the BNCC presents both challenges and possibilities. On the one hand, the BNCC offers a normative framework that reinforces the commitment to inclusion and equity, proposing concrete strategies to ensure that all students have access to essential learning. On the other hand, the implementation of these guidelines still faces significant barriers, which require a joint effort by managers, teachers, families, and public policy makers.

One of the main challenges is the lack of resources and adequate infrastructure, which limits the ability of schools to offer an accessible and inclusive environment. In addition, insufficient teacher training and cultural resistance to inclusion hinder the adoption of pedagogical practices that respect differences and promote the active participation of all students. These challenges are aggravated by regional inequality, which makes schools in peripheral and rural areas face even greater difficulties in implementing the BNCC guidelines.

However, the possibilities offered by the BNCC are equally significant. The document proposes an education that values diversity and promotes the integral development of students, preparing them not only for the job market, but also for the exercise of citizenship and life in society. The BNCC also encourages the adoption of innovative pedagogical practices, such as the use of assistive technologies, the realization of interdisciplinary projects, and the implementation of inclusive assessments, which can contribute to the construction of a fairer and more equitable school.

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