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ACCESSIBILITY AND INCLUSION IN PUBLIC EARLY CHILDREN'S SCHOOLS IN THE MUNICIPALITY OF SÃO MIGUEL DO GUAMÁ-PA

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Abstract: In this article, we sought to note what schools need to welcome children from Early Childhood Education aged 0 to 5 with disabilities. Aiming to highlight that every disabled child has the right to attend school; ensure accessibility in the school environment; take into account the need for awareness and fight against prejudice and explain that children with disabilities can develop different activities. Showing cavities, in relation to the various extensions of accessibility, confirming that school environments remain marked by disrespect for differences and the presence of architectural, curricular, attitudinal barriers, etc. In recent times, society has witnessed the implementation of an inclusion policy for students with disabilities in regular schools, however, these inclusion policies do not always cover all the targeted scales. Thus, the methodology employed focuses on the theoretical basis, qualitative and quantitative research, through interviews and bibliographical survey regarding the inclusion and pedagogical practices of Early Childhood Education Schools in the municipality of São Miguel do Guamá. According to the result of this research, it was possible to conclude that the accessibility offered by municipal schools is still far from being considered of quality, where inclusion is not yet for everyone and that investigations like this can help the management, both of the Department of Education and of regular education institutions.

Keywords: Education; Inclusion; Accessibility.

INTRODUCTION

Debates, reflections and research on Inclusive Education have become a mandatory agenda in contemporary education, analyzed as emerging challenges that require contestations, production of knowledge, suggestions and actions to object to such challenges. For the organization of an

Inclusive Education.

We are coexisting with the movement called Inclusion of people with disabilities in the regular education network. However, there are many adjustments to be made to benefit children with disabilities in early childhood education, where the fact is that many Brazilian schools and families are not prepared to guarantee the integral and school development of these children.

To talk about inclusion within schools, it is essential to fundamentally analyze what the true meaning of the word education is, and, more than that, it is necessary to understand what our educational system proposes, since the foundations are usually standardized, not taking into account individualities. Both students and other members of the school community.

One of the main characteristics of great importance of inclusion is aimed at the necessary accessibility, so that people with disabilities can have their essential right to quality education guaranteed. These accessibility, so imperative, are not often understood by other people. In the teaching and learning method, most of the time, the enigmas that confront students with disabilities are observed, and even the difficulties they have are accommodated. Despite this, sometimes these needs go unnoticed, especially when they are relevant to the indispensable presence of accessibility.

The Law of Guidelines and Bases of National Education (Law n. 9.934/96), ensures that the offer of special education as a constitutional duty of the State needs to start in Early Childhood Education, at the age of zero to five years. (BRASIL, 1996).

Accepting the human difference, as well as realizing that each person can contribute, regardless of their physical qualities, is undoubtedly the first step, so that the inclusive procedure happens in perfection. It

is necessary to cover and always leave open that the event of inclusion, whether in school or in society, depends essentially on the change of thinking of individuals, for Strieder (2010), the fundamental principle of inclusive education is precisely that, to value differences and repudiate the concept that in order to be important and make a difference in the world, it is necessary to conform to the standards of normality dictated by society.

In the search for a more interactive society, we found accessibility to be a complementary factor of the inclusive process, forming a challenge to be overcome, as there are many enigmas and barriers discovered in access and in teachers' pedagogical practices.

The Accessibility Law was created to guarantee equal rights, as well as to enable people with special needs to maintain an appropriate quality of life, allowing them access to all spaces. The Law determines basic norms, so that the disabled person has physical conditions to get used to and enjoy life like any other individual in society.

Regarding school environments, the law is also recognized and more than a learning space, it must highlight for the disabled student or those who do not have conditions for full coexistence in society. "According to the law of accessibility, giving mobility to people with special needs within the school is to guarantee equal and humanized access".

Although most of society's speeches are constituted with the objective of making everyone aware that people with disabilities need to have insurance and respect for their rights, a great deal contradicts reality: the construction of an accessible school. Schools, especially those that have students with disabilities, need to assume the inclusive procedure with quality, and this is done by eliminating barriers that hinder the full participation of individuals in the teaching-learning process.

OBJECTIVES AND CONTEXT OF STUDIES

The research was elaborated with the objective of evaluating and explaining the inclusion and the different accessibilities present in municipal kindergarten schools in the city of São Miguel do Guamá-PA. As a methodological resource, I preferred the case study, resulting from interviews and constructed by the authors through surveys and bibliographic reviews on documents and articles referring to inclusion and accessibility.

Based on the analyzed theoretical framework on inclusion and accessibility, responses are studied and subjects subject to improvement are discussed. Aspects related to education management and accessibility training are addressed due to their imperative seriousness in affinity with the implementation of an inclusive quality education.

Figueiredo (2009, p.121), ensures that Early Childhood Education is the gateway to school inclusion, being "this level of education characterized by increased linguistic, attitudinal, affective, social and psychomotor acquisitions, in which children interact with much more freedom." The school space is for children the environment by nature of exchange between them. It is in this environment that we observe the establishment of communication and feel the precision of getting around. Knowledge and agility gain much more meaning when the child is exposed to a shared environment, which accepts conviviality and participation. School inclusion is the opportunity, so that, in fact, the child with a disability does not remain apart, achieving purely conditioned and meaningless activities.

The research is restricted to managers and educational coordinators of the municipality of São Miguel do Guamá-PA, of which five managers of different schools of Early Childhood Education were interviewed,

emphasizing that the municipality currently has seven active schools in this type of Education. It is pertinent to point out that the interviews were carried out in person and individually and the managers, when invited, had the option of participating or not in the study. The research took place in September 2017. After the interviews, some photos of the school environment were taken, with permission from the managers. Of the seven preschools, it was possible to carry out the research in five schools, which represents approximately 80% of the preschools in the municipality. See representation in graph 1:



Graphic 1: research sample distribution.

RESULTS AND DISCUSSIONS

Below, the sample table and discussions, where the number of students with special needs from the five schools surveyed according to Graph 1 will be shown.

REPRESENTATION OF THE QUANTITY OF STUDENTS PER SCHOOL		
SCHOOL	No. OF STUDENTS	SPECIAL NEED
A	14	Autistic, cerebral palsy, language disorder, mild imperative, difficulty assimilating, ICD F83, G 40, 40F83 F80.
B	4	Autistic, low vision, ID.
C	6	Wheelchair user (motor and physical disability, epileptic and imperative, DI.
D	7	DI, DA.
E	12	Down syndrome, autistic, DI.

Source: field research 2017

Elaboration: MAGALHÃES. L.A.F. 2017

The studies carried out show that in all the schools surveyed there are children with special needs in the municipality of São Miguel do Guamá-PA, where social inclusion and accessibility for people with disabilities in our country is still a controversial context, your opinion is absolutely linked to the doors offered to these individuals and how such inclusion is done within the community.

In 1994, the Declaration of Salamanca proclaimed that regular schools with an inclusive orientation constitute the most effective means of combating discriminatory attitudes and that students with special educational needs must have access to regular schools, having as a guiding principle that “schools must accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions” (BRASIL, 1994, p.330).

Nowadays, some government actions consider the rights of these people, however, even computing with small legal improvements, it is observed that the challenges and solutions in the face of such a demand are still amazing, precarious and rudimentary, since the research municipality demonstrates the fragility the insertion of child inclusion, because of the five schools surveyed, only school B had a multifunctional room for AEE (Specialized Educational Assistance). View images of the school environment B:



Picture 1. Room AEE

Source: MAGALHÃES. L.A.F 2017

are not always adjusted and supported to offer a quality service, whether in terms of adequacy of the physical environment or in the denomination of education professionals.

The Guatemala Convention (1999), announced in Brazil by Decree nº 3.956/2001, ensures that people with disabilities have the same human rights and fundamental freedoms as other people, deliberating as discernment based on disability any characterization or exclusion that may impede or annul the exercise of human rights and fundamental freedoms. BRASIL (2001), this balance has an important impact on education, enacting a reinterpretation of special education, covered in the context of differentiation, followed by asking for the elimination of barriers that hinder access to schooling.

Even so, what is faced in early childhood education becomes a neglect with inclusion in large part, where most institutions are located in rented houses, not having their own structured place, see images:



Picture 2. Room AEE

Source: MAGALHÃES. L.A.F 2017



Picture 3

Source: MAGALHÃES. L.A.F 2017

School B in the municipality ends up being an exception to the others, as it belongs to a religious nature. students present, and even so, according to the interview, the coordinators of schools A, C, D and E, do not have specialized care for the other children.

Afflicting such issues within educational establishments ends up becoming something even more difficult, as these institutions



Picture 4

Source: MAGALHÃES. L.A.F 2017



Picture 5

Source: MAGALHÃES. L.A.F 2017

Image 5 shows one of the schools that operates in an old rice mill in the municipality. In addition, we have a low accessibility structure in them. According to the coordinators of the schools. During the interviews, it was mentioned by one of the managers that, “in the previous year there was assistance at the school, but with the change of municipal government so far, the school is without a professional from the AEE”, with that, the people who help the teachers in the classroom with special children, they end up being support staff of the institution (general services assistant, administrative assistant, administrative agent). There were cases of some schools not being able to take photographs of the managers, as the professionals said that

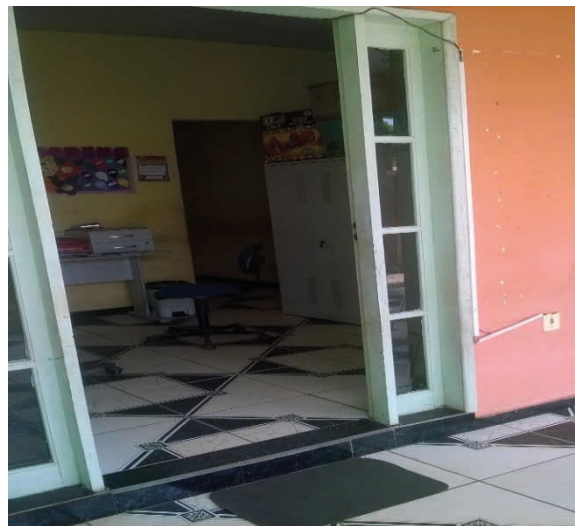
“the environment is not stable for this type of research”.

The manager of school C, which has a wheelchair user, allowed the photographic record, where a disrespect for accessibility in early childhood education in the municipality is perceived, with a small crater on the said ramp for the wheelchair user and steps at the entrance to the school:



Picture 6

Source: MAGALHÃES. L.A.F 2017



Picture 7, step in access to the school.

Source: MAGALHÃES. L.A.F 2017

School is, without a doubt, a space for socialization, and accepting that the disabled share knowledge not only through books, but also through social contact with everyone is very important, not only for them, but for the whole, since the correspondences of experiences are close to being reciprocal. It

is necessary to emphasize that the right to sustain a social and educational life with the same quality and activity is the right of any human being, thus, the search for choices that minimize these difficulties is the duty of the State, as well as of every citizen. Where municipal management also needs to be governed by such situations.

The person with a disability, as a rule, needs specialized care, whether for therapeutic purposes, such as physiotherapy or motor stimulation, or to be able to instruct him/herself to deal with the disability and to develop potentials. Special Education has been equipped to specifically and exclusively accept students with disabilities, it has been one of the areas that has developed scientific studies to better serve these people. Thus, regular education also began to serve these people, but we still found many flaws and many laws not complied with by many municipalities.

Glat (1998) affirms the need for changes in the Brazilian educational system, so that the inclusion of people with disabilities truly becomes a concrete project and can ensure the need for reorganization in the physical, professional and methodological structure. The author says:

[...] so that one can leave the imaginary plane, this inclusive school requires very special conditions of human, pedagogical and even physical resources that we do not have throughout Brazil, not even in the big centers, and which, realistically, do not depend on the good intentions of the MEC. We will certainly not have such a school in the near future, except in specific situations of model or experimental programs (GLAT, 1998, p.28).

The answers on the issue of inclusion, current accessibility and future idealization were focused only on architectural adaptations and implant difficulties and improvements due to financial demands. Despite this, when addressing professional training, the

interviewed professionals reported several ways to make it happen and even stated that they are waiting for the new municipal political management to send professionals to the service area.

One of the highlighted subjects during the interviews were the difficulties in the search for a quality and efficient education, at the same time the financial demand appears as a justification for the lack or inexistence of accessibility in the school, and, the influential professional in the school environment appears as a necessity in municipal schools.

The manager of school C showed the place where children with disabilities tend to stay at different times from other students, as there is no specific service, where he mentioned that “teachers usually take children with disabilities to the location in image 8 because it is a wider and more pleasant place for students” see image:



Picture 8.

Source: MAGALHÃES. L.A.F 2017

When thinking about the word accessibility, ideas only appear of conventional access ramps, or safe parking spaces, and, when your focus is on the school environment, the guidelines do not change much, and often it

is not noticed that the physically disabled person needs a much broader structure, that is, psychological and social support, as well as respect and equality with other individuals.

It is precisely in this line of thought that this research was aimed at, having as an instrument of analysis, the survey through interviews on how the conceptions of municipal public education, located in the municipality of São Miguel do Guamá, are adapting in relation to inclusion and accessibility of students in kindergarten. For that, observations were made, the existing physical and personnel structures, trying to identify if these educational areas are in accordance with what determines the Brazilian Association of Technical Standards - ABNT, which sets the main clauses for the accessibility of the disabled in the country.

FINAL CONSIDERATIONS

It is necessary to know that the resources and services suitable for students with disabilities are safe by law and the difficulties encountered in everyday school life must not be a pretext for excluding these students.

All probabilities of elevation to the school environment need to be estimated when designing or offering inclusive education, regulated in quality and service to all. Due to this, educational suggestions that adapt to the needs of individuals with disabilities are regularized as appropriate for effective, efficient, quality inclusion and suggestions that simulate disrespect for individuality must be avoided.

Today there is great apprehension in developing expressive work for children with disabilities. Most schools certainly still need modifications, a better structure, trained professionals and a greater obligation on the part of the government.

With this, throughout the work, an attempt was made to highlight a major

issue: accessibility as a guarantee of quality education. The challenge to this question could be used for several other questions that permeate the implementation of accessibility.

Accessibility makes up an extraordinary factor for the exercise of citizenship, especially for these children, who are in the initial phase of their lives, cooperating for their exchange and inclusion within the school space. There are several legal devices seeking to guarantee rights, anticipating improvements, adaptations in different environments. Aspects of accessibility debated lead to reflections on the need to expand this type of study to a larger argument for discussion, which considers school management as one of the driving factors of fundamental accessibility for inclusive education.

It is imperative to adopt short, medium and long-term measures that cause an increase in a process of cultural and social transformation in educational institutions, so that, with this, accessibility within schools is triggered.

Finally, from the period in which inclusion and accessibility are seen as a diffuse right, a commitment of the community, ensuring respect for diversity, especially for people with disabilities, it will be realized how much accessibility is imperative in society.

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