Abstract

This research aims to understand the perception of Elementary School teachers about the school inclusion of students with cerebral palsy. Six elementary school teachers from an 8th grade class who had a student with cerebral palsy participated in the research. The survey was conducted through semi-structured interviews. In the results, the participants indicated that they were unaware of the Political Pedagogical Project/curriculum and its articulation with inclusive practices, in addition, they have little understanding of the characteristics of cerebral palsy, as well as presenting difficulties in planning and inclusive pedagogical practice for students especially in the application of methodologies; they implement few curricular flexibilities, justifying them due to the reduced professional preparation to work with the student with cerebral palsy and the lack of adequate material. It is concluded that, despite the advancement in the legal aspect of inclusive education, there are a number of barriers for the implementation of an inclusive educational quality policy in classes with students with cerebral palsy, which hinders the development and learning process of that student.

Keywords: Educational Inclusion. Students with Cerebral Palsy. Pedagogical Practices.