

**Occupational Therapy in Education: Integrating academic education to inclusive educational public policies**

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The school inclusion aims to expand the access of people with special needs to regular schools. The National Guidelines for Special Education (BRASIL, 2001) determines, among other aspects, that the regular school involved in the inclusion of students with special educational needs should promote the organization of specialized support services. These should be conducted by several professionals from the Educational and Health fields. In this respect, this work intends to present the experiences developed in the Occupational Therapy in Educational Contexts discipline, conducted during the third year of the Occupational Therapy course at UNIFESP (Brazil), under a perspective of comprehensiveness between the graduation teaching actions and the public policies. For that reason, there has been an approximation between the Municipal Secretariat of Education (SEDUC) and the actions related to the inclusive education established by this city located in the metropolitan area of São Paulo. Initially, the municipal schools were elucidated about the practical activities and the purposes of the discipline. Before starting the teaching practices of the undergraduate students, theoretical studies were performed on the current inclusive educational policies and recent actions of Occupational Therapy regarding school inclusion. The teaching practices consisted of monitoring the case of a child with special educational needs through observations of its scholar environment; meetings with teachers and other professionals of the educational team, examination of its school records and diagnosis. These activities were developed in four meetings that took place in seven municipal schools. By the end, the students presented a theoretical-practical work to the school and SEDUC's professionals, about the monitored case with Occupational Therapy interventional proposals. This experience represented the beginning of integrated actions between the Occupational Therapy academic education and municipal inclusive educational public policies; it also enabled the practical experience of the students with all the parts involved in the educational acts of children with special educational needs at regular schools and contributed to the realization of actions that could strengthen the field of Occupational Therapy in inclusive education.