

## **ALIMENTAÇÃO PARA ALUNOS COM NECESSIDADES DE ALIMENTAÇÃO ESPECIAL COMO PRECEITO EDUCACIONAL INCLUSIVO**

### ***ALIMENTACIÓN PARA ALUMNOS CON NECESIDADES DE ALIMENTACIÓN ESPECIAL COMO PRECISO EDUCACIONAL INCLUSIVO***

### ***FEEDING FOR STUDENTS WITH SPECIAL FEEDING NEEDS AS AN INCLUSIVE EDUCATIONAL***

Mileni da Silveira FERNANDES ROSA<sup>1</sup>  
Sílvia Maria de Oliveira PAVÃO<sup>2</sup>  
Lorena Ines Peterini MARQUEZAN<sup>3</sup>

**RESUMO:** O DHAA é o direito de toda pessoa estar livre da fome e ter alimentação adequada e o PNAE garante o direito do aluno da Educação Básica pública à alimentação. É nesse sentido que se pretende ampliar a discussão em torno das possibilidades de exclusão dessas pessoas na escola, o objetivo deste artigo foi realizar um levantamento bibliográfico sobre a inclusão das crianças com NAE nas escolas por meio de uma revisão documental e bibliográfica. Os alunos com NAE podem ser excluídos através de atividades pedagógicas não-planejadas. Alunos com alergias podem se contaminar com materiais que contenham os alérgenos, alunos com restrições alimentares nos eventos da escola podem ficar sem opção de alimentação. Os cuidados com esses alunos, como analisado, vão muito além de nutrientes e deve-se promover a inclusão destes no ambiente escolar e atividades pedagógicas, pois isso pode afetar sua aprendizagem.

**PALAVRAS-CHAVE:** Necessidade alimentação especial. Direitos humanos a alimentação adequada. Inclusão escolar.

**RESUMEN:** *El DHAA es el derecho de toda persona a estar libre del hambre y la alimentación adecuada y el PNAE garantiza el derecho del alumno de Educación Básica pública a la alimentación. Es en ese sentido que se pretende ampliar la discusión en torno a las posibilidades de exclusión de esas personas en la escuela, el objetivo de este artículo fue realizar un levantamiento bibliográfico sobre la inclusión de los niños con NAE en las escuelas por medio de una revisión documental y bibliográfica. Los alumnos con NAE pueden ser excluidos a través de actividades pedagógicas no planificadas. Alumnos con alergias pueden contaminarse con materiales que contengan los alérgenos, los alumnos con restricciones alimentarias en los eventos de la escuela pueden quedar sin opción de alimentación. Los cuidados con estos alumnos como analizados van mucho más allá de nutrientes y se debe*

<sup>1</sup> Federal University of Santa Maria (UFSM), Santa Maria – RS – Brazil. Master's Degree Student in the Postgraduation Program of Professional Master's in Public Policies and Educational Management. ORCID: <<https://orcid.org/0000-0002-2247-2821>>. E-mail: milenisfernandes@gmail.com

<sup>2</sup> Federa University of Santa Maria (UFSM), Santa Maria – RS – Brazil. Professor. PhD in Education - Universidad Autonoma de Barcelona (2003). ORCID: <<https://orcid.org/0000-0002-5365-0280>>. E-mail: silviamariapavao@gmail.com

<sup>3</sup> Federal University of Santa Maria (UFSM), Santa Maria – RS – Brazil. Adjunct Professor 4. PhD in Education. ORCID: <<http://orcid.org/0000-0001-6672-2258>>. E-mail: lorenamarquezan@gmail.com

*promover la inclusión de éstos en el ambiente escolar y actividades pedagógicas pues puede afectar su aprendizaje.*

**PALAVRAS CLAVE:** *Necessidade alimentação especial. Direitos humanos a alimentação adequada. Inclusão escolar.*

**ABSTRACT:** *The DHAA is the right of every person to be free from hunger and to have adequate food and the PNAE guarantees the right of the student of Basic Public Education to food. It is in this sense that we aim to broaden the discussion about the possibilities of exclusion of these people in school, the objective of this article was to carry out a bibliographic survey about the inclusion of children with NAE in schools through a documentary and bibliographical review. Students with NAE can be excluded through unplanned pedagogic activities. Students with allergies may become contaminated with materials that contain allergens, students with food restrictions at school events may be left with no food option. The care with these students as analyzed, goes far beyond nutrients and should be promoted to include these in the school environment and pedagogical activities as it may affect their learning.*

**KEYWORDS:** *Special dietary needs. Human rights to adequate food. School inclusion.*

## Introduction

Human rights are those that every human being possesses only because they are part of the human species such as freedom, health, adequate food, land, water, work, education, housing, information. In Brazil, through Constitutional Amendment nº 64 of 2010, the right to food is a fundamental right guaranteed in the Federal Constitution along with education, work and others (BRASIL, 2013).

Law 13.146 of 2015, known as the Statute of Persons with Disabilities, is intended to ensure and promote the rights and freedoms of persons with disabilities on an equal basis, with a view to their social inclusion as citizens. It is the duty of the state, the family, the school community and society to ensure a quality education free from violence, neglect or discrimination. Education is a right of people with disabilities, and should provide as much development as possible of their talents, physical, sensory, intellectual and social skills, according to their characteristics and learning needs (BRASIL, 2015).

A person with a disability is considered to be a person who has a long-term impairment of a physical, mental, intellectual or sensory nature, which, in

interaction with one or more barriers, may hinder their full and effective participation in society on an equal basis with others (art. 20, BRAZIL, 2015).<sup>4</sup>

Public policies for school inclusion seek to ensure access by all citizens to the policies that are their rightful right. School is one of the possible spaces for a fairer society, it should be an inclusive and quality place that values social, cultural, physical and emotional differences, meeting the educational needs of each student (BRASIL, 2005).

The Human Right to Adequate Food – DHAA, Portuguese initials – is the right of everyone to be free from hunger and adequate food. The promotion of DHAA ranges from encouraging family farming, sanitary food surveillance, exclusive breastfeeding, school feeding, among others. To ensure DHAA throughout the national territory and promote food and nutrition security comes the National Policy for Food and Nutrition Security (PNSAN, Portuguese initials), it defined the basis of actions of Food and Nutrition Security (SAN, Portuguese initials). The SAN and other policies come to ensure that the state respects, protects, promotes and proves the DHAA (BRASIL, 2013).

The Organic Food and Nutrition Security Act (LOSAN, Portuguese initials) establishes the National Food and Nutrition Security System (SISAN, Portuguese initials), which aims to ensure DHAA and oblige the three public authorities to do so effectively, diligently and in line with human rights principles. The National Policy for Food and Nutrition Security (PNSAN) comes to organize SISAN, one of the programs linked to this is the National School Feeding Program (PNAE, Portuguese initials) (BRASIL, 2013; 2006).

The PNAE guarantees the right of students of public basic education to food, includes food and nutrition education in the school curriculum, from which will come the resources for food and also a percentage to be used to purchase family farming products. Today it serves 45.6 million students. It also ensures the feeding of students with Special Food Needs (NAE, Portuguese initials) such as diabetes, food allergies, lactose intolerance or other special menu needs (BRASIL, 2017).

PNAE aims to contribute to biopsychosocial growth and development, learning, school performance and the formation of eating and nutritional habits and the provision of meals that cover their nutritional needs during the academic period (BRASIL, 2009, p. 2).<sup>5</sup>

<sup>4</sup> Considera-se pessoa com deficiência aquela que tem impedimento do longo prazo de natureza física, mental, intelectual ou sensorial, o qual, em interação com um ou mais barreiras, pode obstruir sua participação plena e efetiva na sociedade em igualdade de condições com as demais pessoas (art. 2º, BRASIL, 2015).

<sup>5</sup> O PNAE tem por objetivo contribuir para o crescimento e o desenvolvimento biopsicossocial, a aprendizagem, o rendimento escolar e a formação de hábitos alimentares e nutricionais e da oferta de refeições que cubram as suas necessidades nutricionais durante o período letivo (BRASIL, 2009, p. 2).

It is in this sense that, by bringing together the elements related to the inclusion of students with disabilities and students with specific needs, it is intended to broaden the discussion about the possibilities of exclusion of these people in the school itself, the place where they should first be welcomed. I understand that there is a similarity between specific learning needs, which may be accentuated due to disability or food issues. Thus, the aim of this article was to conduct a literature review on the inclusion of children with NAE in schools through a documentary and bibliographic review.

### **Discussing food and legal documents**

In the documentary research, related to the main documentation in the thematic field of the investigation, is the law 12.982, sanctioned in May 2014, ratifying and strengthening the PNAE law, guaranteeing the school feeding also to students with special food needs (NAE), with elaboration of special menu according to medical and nutritional recommendations (BRASIL, 2014). There are also materials that help in the application of this law such as: o School feeding reference book for students with NAE; School feeding guidance for people with diabetes, hypertension, celiac disease, phenylketonuria and lactose intolerance; The CEASA-Campinas Guidelines on Dietary Restrictions Manual provide protocols for schools on how to identify these students with NAE and the Special Menu Guidelines Manual developed by the state of São Paulo (BRASIL, 2012; 2017; SÃO PAULO, 2015; CEASA, 2016).

The articulation between nutritionists and managers is essential for the implementation of the menus for students with NAE, because they are the principals who should welcome these students, in the registration must have the medical record and the medical certificate of the specific condition that generates this NAE. After forwarding to the nutritionist for evaluation, it is decided if the food will be outsourced or bid for the purchase of the necessary genres. The most common NAE are Food Allergy (AA), Celiac Disease (DC, Portuguese initials), Diabetes Mellitus (DM), Dyslipidemia, Systemic Arterial Hypertension (HAS, Portuguese initials) and Lactose Intolerance (BRASIL, 2017).

AA is a term used to describe adverse immune reactions to food, and to a specific, usually protein, food antigen, that is, generally, not definitive and decreases with age, the most common being milk protein allergy. DC is of autoimmune origin and causes a permanent gluten intolerance, which is a protein fraction present in wheat, rye, barley, oats and malt, its symptoms

range from gas, chronic diarrhea, irritability, vomiting to severe intestinal malabsorption leading to malnutrition and decreased growth (BRASIL, 2012; 2017).

Lactose intolerance is caused by the absence or deficiency of the enzyme lactase, causing a decrease in the digestion capacity of the main carbohydrate in milk and generating abdominal pain, bloating, diarrhea and some cases nausea and vomiting (BRASIL, 2012; 2017).

Phenylketonuria (PKU) is caused by a faulty DNA that generates mutations and a deficiency of the enzyme responsible for digestion of the amino acid phenylalanine, the excess of this circulating amino acid in the blood can compromise neural development and cause mental retardation, its treatment is only food, with the control of the intake of this amino acid (diagnosis made with the foot test) (BRASIL, 2012; 2017).

Dietary care ranges from the complete exclusion of allergens in the diet to the use of unique utensils (sponge, preparation cutlery, plastic pots, tablets, bottles, blender cups and mixer), if properly cleaned, glass and stainless steel, may be common use, foods cannot be prepared together (BRASIL, 2012; 2017).

Non-communicable Chronic Diseases (DCNT) are the leading causes of death worldwide, as well as causing social and economic impact. Among them are DM, HAS, Dyslipidemia and Obesity. DM is a group of metabolic disorders that, because of a defect in insulin action or secretion, cause a change in blood glucose, such as hypoglycemia. HAS is a syndrome characterized by high blood pressure levels, associated with metabolic or hormonal changes. Overweight and obesity are excess fat, differing in intensity, in childhood increases the onset of DM, dyslipidemia, HAS, higher risk of bone fractures, social relationship problems and even depression. Care should be taken in the elaboration of menus, such as times (often requiring some extra snack), limiting sucrose consumption, controlling or reducing energy consumption for weight control (BRASIL, 2012; 2017; CEASA, 2016).

Down's syndrome is a chromosomal mutation that generates physical and developmental characteristics such as short stature, congenital heart disease, reduced muscle tone, mental retardation, joint hyperflexibility and a tendency to develop obesity. Prader-Willi syndrome, a genetic disease caused by the absence of chromosomal material, is characterized by poor developmental tone and muscle tone, short stature, small hands and feet, and its insatiable appetite leads to obesity. Spina bifida is a defect in the neural tube, the lesion may be in the thoracic, lumbar or sacral area, which influences the amount of paralysis and loss of sensation, and due to the difficulty of locomotion, overweight should be prevented and extra care for hydration must be made, due to recurrent urinary tract infections (MAHAN; ESCOTT-STUMP, 2013).

Children with autistic spectrum disorder are diagnosed with qualitative disabilities of reciprocal social interaction and skills and communication. A diet free of casein gluten and soy promotes brain changes that decrease euphoria and aggression, and there are also reports of intestinal inflammation that also needs food care (MAHAN; ESCOTT-STUMP, 2013; NUNES *et al.*, 2016).

Nutritional Food Education (EAN, Portuguese initials), articulated between educators and nutritionists, plays an important role in informing educators, colleagues and the community about these conditions, as well as encouraging eating habits that promote quality of life (BRASIL, 2012; 2017).

Students with NAE may be excluded from the educational process through unplanned pedagogical activities. Students with allergies may become contaminated with allergen-containing materials, such as gluten-containing school materials, such as balloon powder, makeup dyes, modeling clays, liquid glues, and so on, leading to mild symptoms or anaphylactic shock. Students with dietary restrictions, such as diabetes (sugars) and lactose intolerance (lactose) at school events, commemorative dates, and peer birthdays, may be left with no eating option when there is no organization.

Not only on special menus, but in the planning, educators should think of these students with NAE in their pedagogical activities (lab classes, field trips, cooking workshops, use of recyclable materials, sensory analysis of food) and event planning, such as commemorative dates and even birthdays of colleagues. Managers and educators should be aware that these NAE are part of the inclusion of students in the school environment and impact their social relationships as well as affecting their learning, care for students with NAE goes far beyond nutritional supplies, there is a relationship between diet and the formation of autonomy and individuality of the child (BRASIL, 2017).

School inclusion policies (BRASIL, 1999; 2001; 2008; 2008a), which underlie this inclusive paradigm, regulate school practices that should provide education for all and welcome students without discrimination. In addition, the environment should be organized to meet specific learning needs, such as multifunctional resource rooms and Specialized Educational Attendance – AEE, Portuguese initials (BRASIL, 1999; 2001; 2008a; 2008b; 2011).

The main goal of inclusive education is the social value of equality, to teach students, by example, that despite being different we all have equal rights. The school should promote broad acceptance, peace and cooperation. When schools are exclusionary, the prejudice created in students generates adults with greater social conflict and tendencies towards inhuman competition. Inclusion must develop positive self-identity, not erase differences, but that all



students belong to an educational community that validates and values individualities (STAINBACK; STAINBACK, 1999).

Different factors affect children's development and learning, including environmental (housing, family structure), social (violence, hunger) and economic factors. Health is not an absence of disease, but a series of social determinants that influence the whole person. "Education is everyone's job and health professionals have a lot to contribute to quality education." To speak of inclusion without reflecting on students' health is to disregard that their path conditions interfere with quality learning (CHRISTMANN, 2018).

In this context, an important group of students who are part of the schooling process stands out and may be excluded due to their eating difficulties and the need for adequate guidance. In view of this, we refer to the discussion around the inclusive educational paradigm, which brought to the educational scene different ways of understanding and perceiving the characteristics of people in processes of development and learning.

## Conclusion

The inclusion of students in the school has as its main objective the development of equality, but also the development of positive self-righteousness, therefore, the care with the feeding of children with NAE in schools is part of school inclusion. There are laws that guarantee this right and materials that help this process, all involved in the school community as managers, educators, nutritionists, food handlers should be made aware of this.

Caring for these students, as shown, goes far beyond nutrients and their inclusion in the school environment and educational activities should be promoted as this is linked to the formation of their autonomy and can affect their learning.

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