Abstract
The objective of this research was to describe the key concepts and theoretical findings that support the educational integration process, in order to systematize this knowledge and link it with existing inclusive practices, resulting in an integrative approach. Methodology was of the documentary type, conducting a meta-analysis based on the documents. Key concepts such as integration, inclusion and special education needs are presented. Five approaches are described that address the disability issue and its relationship to education: the social model, intercultural education, the pedagogy of inclusion, the constructivist model and the quality of life approach.

Keywords
Inclusion, theoretical approach, education, disability