

Essay-task-2

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STRATEGIES FOR ADVANCING INCLUSIVE EDUCATION IN CHILDREN WITH DISABILITIES

ESSAY:

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Discuss the concepts of equality, equity, diversity and inclusion with particular reference to children living with disabilities in the UK.

5

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The start of this essay marks the beginning of a shared journey we're embarking and on where I'll be diving into a topic that truly matters to me and holds significance for British society. The equal treatment, fairness, diversity and inclusion of children with disabilities.

Within this essay I'll aim to unpack the concepts of equality, fairness, diversity and inclusion in relation to children with disabilities. My intention is to examine each concept individually analysing and exploring how they're applied currently and how they should be applied to ensure the best possible outcomes for these children.

I'll contribute to this discussion by sharing my observations and perceptions based on my accumulated knowledge, experiences as well as specialized studies and research. Throughout this essay I'll reflect on the actual situation while considering methods to promote fairness addressing diverse needs effectively and exploring strategies for fostering inclusivity.

Equality is a principle that I believe is crucial for creating a fair and functional society in the modern world. It means that every person should have opportunities to access social, economic, and political resources without any form of discrimination, based on factors like race, gender, age or disability. This viewpoint is also supported by the Equality and Human Rights Commission (2021).

When considering the situation of children with disabilities in the United Kingdom it becomes clear that equality plays a role in shaping their life experiences. According to the Equality Act of 2010 as cited by the Department for Education (2022), children with disabilities should have educational opportunities, healthcare access and services compared to their peers. This commitment instils confidence in me regarding Britain's dedication to upholding rights.

Regarding education specifically, I firmly believe that every child deserves a fair learning environment regardless of their circumstances. It is essential that academic standards are accessible to all children without any exceptions. Moreover, each child with disabilities should receive support tailored to their needs as outlined in the guidelines of the Special Educational Needs and Disability Code of Practice (2015). Equality in the field of healthcare is crucial. It goes beyond being just an ideal. I firmly

believe that children with disabilities should have access to medical services and treatments just like any other child. This includes not preventive care but also medical treatments, rehabilitation therapies and mental health support services (National Health Service England, 2022).

Furthermore, I strongly advocate for access to services to ensure that children with disabilities can lead fulfilling lives. It is my belief that no child should face discouragement or exclusion from community activities or accessing private services due to physical or attitudinal barriers (The British Institute of Human Rights 2022).

In summary I view equality as more, than a lofty goal it is a legal right that ensures every child has an equal opportunity to thrive and fulfil their potential irrespective of their disability.

Equity, based on my work experience and research means recognizing that everyone has needs and treating them accordingly. For instance, according to the World Health Organization (2021), equity involves distributing resources in a way that ensures all individuals have opportunities to achieve optimal health and wellbeing. This idea strongly resonates with me because it emphasizes the importance of acknowledging and respecting each person's qualities.

Applying this principle to children with disabilities, I firmly believe they should have access to resources and support to fully unleash their potential for growth and learning. In the United Kingdom various legislations uphold this right such as the Equality Act 2010 (Department for Education, 2022) and the Special Educational Needs and Disability Code of Practice 0 to 25 years (Department for Education and Department of Health 2015). These laws establish a framework that ensures fairness and equal educational opportunities for all children, including those with disabilities.

However, we must acknowledge that implementing these laws can present challenges despite their existence in safeguarding the rights of children with disabilities. In our educational systems there is often a scarcity of resources which can sometimes lead to the neglect of individual needs.

When it comes to diversity, I see it as a mosaic made up of various experiences, perspectives and traits that come together to create something complex and extraordinary. In the world diversity refers to acknowledging and appreciating the wide range of characteristics that individuals and groups possess. It encompasses aspects like ethnicity, gender, age, religion, abilities and many more (Chartered Institute of Personnel and Development 2022). Recognizing the diversity among children with disabilities means understanding that each child is unique with their set of needs, interests and abilities.

I strongly believe that this recognition and appreciation for diversity are crucial in seeing each child as an individual than just a part of a larger group labelled as "children with disabilities." For me, understanding the diverse needs of children with disabilities is just as significant as recognizing their differences in terms of race or religion.

To illustrate this point further, I have come across children who share the disability but have completely different experiences and requirements. For example, one child with autism may be highly talkative and interactive while another may be more reserved and shy. Additionally, factors such as culture or family background can greatly influence how a child lives with and manages their disability.

Take for instance a child who faces learning disabilities. Their experience can greatly vary depending on their family's attitude towards education and the level of support they provide. In one scenario if the family values and has resources for education the child's journey would be quite distinct, from that of a child belonging to a family with priorities and limited resources.

Inclusion is something I feel strongly about. I truly believe that every person regardless of their abilities or limitations deserves to be respected, valued and included in their community. From a standpoint, inclusion means ensuring that everyone feels respected and valued and has equal opportunities to engage in society's various aspects (National Institute for Health and Care Excellence, 2022).

When it comes to children with disabilities, inclusion goes beyond providing integrated education. It also involves creating opportunities for them to play and socialize with children their age. In my opinion inclusion isn't about having these children physically

present alongside their peers without disabilities, it's about making sure they feel accepted, respected and empowered to actively participate.

A practical example of this could be involving children with disabilities in activities. I've often witnessed how these children are left out due to a lack of resources or because others have misconceptions, about their abilities and potential. On the hand when environments prioritize and value inclusivity children with disabilities get the chance to not only take part in these activities but also feel respected and recognized for their special contributions.

I strongly hold the belief that all children deserve these experiences and the feeling of fitting in and being accepted that goes along with them. That's why I am a supporter of promoting and putting into action inclusive policies and practices not just in education but, across all areas of society.

Personally speaking, the **current situation** regarding children with disabilities in the UK is quite complex. Has various aspects to consider. While there have been advancements in recognizing their rights and providing opportunities, there are still numerous challenges that need to be addressed.

Based on the analysis of data from ¹⁸ Ofsted (Office for Standards in Education, Childrens **Services and Skills**) in 2022, it is evident that there exists a disparity in academic achievements between children with disabilities and those without. For instance, the data reveals that 21.7% of children with special educational needs attain proficiency ²⁵ **levels in reading, writing and** math by **the end of** Key Stage 2. In comparison this figure stands at 65% for children without educational needs (Ofsted, 2022).

It is apparent to me that this discrepancy does not reflect the abilities or potential of children with disabilities, but highlights the barriers they face within the education system. These obstacles can include resources and support negative attitudes or misconceptions about disability and their unique requirements, as well, as an assessment system, that fails to adequately measure their progress and accomplishments.

I've also noticed that apart from school kids with disabilities often encounter obstacles when it comes to participating in social events. Although there are organizations and programs working to offer these kids chances to get involved in activities the options are usually limited and can be hard for families dealing with other difficulties, like poverty or living in remote areas.

I firmly believe that it is everyone's responsibility to **ensure fairness** for children with disabilities in the United Kingdom. Achieving this requires participation from all sectors of society. A comprehensive approach is needed, one that acknowledges differences and commits to meeting the specific needs of each child.

To begin with it, is crucial for the government to pass laws that guarantee opportunities for all children regardless of their abilities. This can include implementing policies like the Equality Act of 2010 which forbids discrimination based on disability and mandates institutions to make reasonable accommodations, so that individuals with disabilities can access their services just like anyone else (UK Government, 2010).

Within the realm of education equity can be ensured by adopting a learning approach. This means ensuring that every child with a disability has an Individualized Education Plan (IEP) developed and implemented in collaboration with parents, educators and the child themselves. The plan should address the needs of each child and provide practical strategies to help them achieve their educational goals (Department for Education 2021).

Furthermore, promoting equity involves ensuring access to services and opportunities, beyond education as well. For instance, it is crucial that care and health services are easily accessible and responsive to the specific needs of children with disabilities. Additionally recreational and social activities must be designed to be inclusive and adaptable allowing children with disabilities to enjoy them like any other child.

In summary achieving equity for children with disabilities necessitates a commitment, from every level of society. It is essential that every child is seen, understood and adequately supported. This battle calls for empathy, flexibility and creativity, qualities that I believe are both valuable and necessary.

Indeed, **understanding and acknowledging the needs of children with disabilities** is a crucial step towards achieving equality, fairness and inclusion. When discussing the diversity of needs, I am not referring to the various types of disabilities, but also to the fact that each child with a disability has their own unique set of requirements, interests, abilities, and dreams.

As someone deeply committed to this topic, I recognize that disability goes beyond intellectual impairments. It encompasses a range of conditions such as autism, spectrum disorders, learning difficulties, speech and language impairments, mental health challenges, chronic health issues and many others. Each of these conditions can have effects on a child's capacity to learn, grow and participate in everyday life.

Furthermore, it is crucial to acknowledge that every child is more than their disability. Each child possesses their talents, interests and aspirations that should be nurtured and supported. For instance, a child with a learning disability might exhibit musical or artistic skills while another child with a physical disability might demonstrate an avid interest, in science or mathematics.

It is crucial to acknowledge and nurture both the interests and talents of individuals in addition to addressing their needs related to disability.

By recognizing and appreciating the range of needs we can guarantee that the services and support offered to children with disabilities are tailored to meet their individual requirements, interests and goals. This embodies the concept of fairness, ensuring that each child is provided with the resources for success and optimal personal growth.

In my experience, I have found that strategies aimed at **promoting inclusion** can greatly impact the lives of children with disabilities. To ensure inclusion I have identified a few key approaches that have proven to be effective.

First and foremost, it is crucial to foster an inclusive mindset towards diversity and disability. This ²⁴ mindset should permeate all aspects of life encompassing policies, procedures well as individual attitudes and behaviours. For instance, in the United Kingdom the Equality Act 2010 was enacted to encourage this mindset and provide

protection against any form of discrimination based on disability (UK Government, 2010).

Secondly, I firmly believe that taking an approach to education and support for children with disabilities is essential. This entails gaining an understanding of each child's unique needs, interests and aspirations. An example of such an approach is the Individualized Education Program (IEP) which many schools in the UK implement. The IEP involves creating an education plan for each child with disabilities (Department for Education, 2021).

Lastly but equally important is fostering participation among children with disabilities, in all aspects of their lives. This includes involving them in decision making processes related to their education and support services while also providing opportunities for them to engage in sporting and cultural activities.

21

To create a society that values and respects all children regardless of their abilities or disabilities it is crucial for everyone involved. Parents, teachers, government officials, civil society and most importantly the children, with disabilities themselves. To make an ongoing commitment. By collaborating we can guarantee that every child can reach their full potential.

Conclusion

After our journey exploring the complexity and significance of equality, equity, diversity and inclusion in relation to children with disabilities I have arrived at a conclusion.

In terms of equality, it is evident that it is crucial but insufficient without acknowledging and addressing the systemic inequalities prevalent in our society. We must not let disability hinder opportunities for individuals to achieve their potential.

My understanding of equity has evolved to encompass more, than treating everyone equally. It necessitates making accommodations to counteract any disadvantages. Adapting our approach based on circumstances and needs is paramount.

Regarding diversity I have reached the realization that it should be celebrated as a strength than viewed as an obstacle. Each child possesses qualities that bring forth distinct needs, talents and aspirations.

Lastly, I have explored the concept of inclusion. Concluded that it is vital to ensure that all children feel valued, respected and empowered to actively participate in society.

To sum up I firmly hold the belief that the moment has come to put into action the knowledge we have acquired throughout this essay. It is crucial that we integrate the values of fairness, impartiality, variety and integration into every aspect of our lives. Moreover, it is imperative for us to collaborate harmoniously to establish a community wherein all children are esteemed and honoured regardless of their capabilities or limitations. Furthermore, it is essential that they are provided with opportunities to realize their utmost potential.

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