

children and young families

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**Equality, Equity, Diversity and Inclusion with particular reference
to children living with disabilities in the UK.**

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Children, young People and Families

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Inclusive communities are built on equality, equity, diversity, and inclusion. When considering the predicament of disabled children in the UK, these are essential considerations. ¹ This essay explores the significance of equality, equity, diversity, and inclusion for children with disabilities, focusing on the United Kingdom (Wolbring and Lillywhite, 2021). Knowing their challenges, the laws that protect them, and the required constant effort is the greatest approach to securing their full participation and well-being in society. Children with physical, sensory, cognitive, or developmental disabilities have additional difficulties in daily life due to their impairments (Baglieri, 2022). The importance of fostering an environment where everyone is accepted as they are, where differences are embraced, and where everyone has a voice cannot be overstated (NHS, 2023). The United Kingdom has made substantial legal and social progress in meeting the needs of vulnerable youth (Khan et al., 2019). However, there are still obstacles to overcome before individuals can affirm that all children, regardless of ability, live in an inclusive environment. This essay will examine how concepts of equality, equity, diversity, and inclusion have affected the lives of disabled children in the United Kingdom. Challenges in education, healthcare, social inclusion, and individual development will be examined closely. ¹ The Equality Act of 2010 and the Children and Families Act of 2014, passed to protect their rights and promote inclusive practices, will be examined. This essay will also discuss the ongoing efforts to increase disabled children's access, equity, diversity, and inclusion. Looking at these concepts through the lens of the UK's

disabled children may provide light on the measures needed to create a more accepting and fair society (Alves, 2019). ¹ Providing all children with equal opportunity, competent help, and a loving atmosphere is a matter ¹ of human rights and an investment in the future of a diverse and inclusive society.

People of varying abilities have equal access to resources and benefits in a society based on equality. Children in the United Kingdom who are disabled are provided with equal legal rights, educational and medical options, and social inclusion. ¹ The Equality Act of 2010 promotes equality and safeguards children with disabilities (Savulescu et al., 2020). The Equality Act of 2010 prohibits discrimination against people who have disabilities and works to advance equality. The fundamentals of employment, housing, and distribution are addressed. This law ensures that impaired children have fair and equal access to all the programming and services available (Cole, 2022). The Equality Act of 2010 mandates the provision of disability-related accommodations. Individuals with disabilities are guaranteed access to equal opportunities by providing reasonable accommodations. Adjustments that are reasonable for impaired children may include alterations to the physical environment, the use of new technologies, the provision of educational assistance from specialists, or the modification of teaching methods (Featherstone et al., 2018). The legislation mandates that governmental institutions give significant consideration to putting a stop to discrimination, making progress towards equality, and fostering harmonious relationships. Children with disabilities should receive acceptance, respect, and equal chances from public institutions, which should take aggressive measures to achieve this goal (Fagan and Rubery, 2018). The Equality Act of 2010 protects disabled children against indirect discrimination. Indirect discrimination occurs when seemingly non-discriminatory policies, practices, or criteria disadvantage some populations (Bunbury, 2019). The law outlaws and punishes even the most

subtle kinds of prejudice, and it encourages diversity and inclusion. The Equality Act of 2010 protects disabled children and furthers the cause of equality in the United Kingdom (Cloquet et al., 2018). It does this by establishing a legal structure that ensures everyone can access the same opportunities and facilities. Legislation is one of many factors involved in achieving true equality. For society to be able to change its attitude, expand its knowledge, and adopt more inclusive practices, children with disabilities need to be fully integrated and given greater agency (Gümüş et al., 2021).

Equity acknowledges the many challenges that individuals must overcome. As a result, they may profit differently from the same treatment. Children in the UK who are disabled now have access to more services and resources because of equity (Nind and Strnadová, 2020). Children with disabilities have an equal chance, thanks to programs and regulations in the UK. ¹ The Children and Families Act of 2014 significantly improved SEND services for children with special needs. This legislation emphasises the necessity of recognising children with disabilities and providing assistance to them in order to provide equal educational opportunities for all children (Colquet et al., 2018). The Equality Act of 2010 is also of assistance. In order to provide ¹ people with disabilities with equal access to services and opportunities, reasonable accommodations are required. Changes in organisational structures, assistive technology use, and specialised services are all options for bridging the access, opportunity, and results gaps. Specialised services and support are required for impaired children to be treated equally. Examples include tailored lesson plans, customised textbooks, and aid with therapeutic therapies and technological resources. If individuals acknowledge the challenges that disabled children confront and offer them individualised assistance, they will be able to create opportunities that are both egalitarian and accessible (Ginis et al., 2021). The government of the United Kingdom has created projects to

address the issue of disability equality for children. DSA provides financial assistance to students with disabilities so that they can afford educational support and accommodations. This project guarantees ³ that students with disabilities have equal access to school. ⁶ The United Kingdom makes it easier for children with disabilities to achieve their goals by fostering equality (Waltz and Schippers, 2021). An egalitarian environment for their development and well-being may be created by acknowledging their problems and providing individualised care to meet their needs.

When talking about diversity, it means accepting individuals' unique identities, histories, cultures, and skills. The phrase "diversity" about this demographic refers to acknowledging and accepting the various impairments and requirements of UK children living with disabilities. Children who have disabilities are given equal treatment under the law and are encouraged to take part in extracurricular activities in the United Kingdom (Khan et al., 2019). ¹ The Equality Act of 2010 assures that children with impairments will not be treated differently because of such impairments, which protects these children from discrimination. The Equality Act of 2010 was signed into law by President Obama. More fair and diverse access possibilities are available ¹ to children with disabilities. The Children and Families Act of 2014 places a considerable focus on identifying impaired children and adolescents and providing for their needs appropriately (Ellen Selman et al., 2018). It places an emphasis on the individual, considers the many different types of impairments, and customises assistance and services to meet the need of each particular person. Children who have disabilities are more likely to have access to the resources and accommodations they need to participate fully in society, thanks to diversity's efforts. Children in the United Kingdom who are affected by disabilities benefit from participating in inclusive educational programming (Wolbring, 2021). The government of ¹ the United Kingdom endorses inclusive education, which integrates students with and without disabilities into the same classrooms to foster student variety,

comprehension, and acceptance of one another. This strategy adds credence to the concept that having a diverse student body in the classroom increases the educational potential and prepares pupils for life in a society with various perspectives (Beglieri, 2022). The government of the United Kingdom has established as a priority the creation of an inclusive society that recognises and appreciates the potential contributions that children with disabilities may make and that accords these children the respect they deserve. It recognises their requirement and satisfies its obligation to offer them the essential support and accommodations they require (Xiao et al., 2020).

As a social principle, inclusion advocates for and supports the full and equal participation of persons with different capacities. The objective of inclusion for disabled children in the United Kingdom is supported by accessible classrooms, adjusted lesson plans, and a positive attitude towards those with disabilities (Jackson, 2018). As part of the Children and Families Act of 2014, the United Kingdom's Special Educational Needs and Disabilities (SEND) system was changed to create an inclusive learning environment for all children. The law emphasises inclusive education practises and supports that students with special needs should be educated alongside their typically developing classmates. As a legal basis, the act demands that schools meet the special requirements of students with disabilities by appropriately adjusting the learning environment (Dowey et al., 2021). The classroom has been adapted pedagogically and physically to ensure all students can participate fully. The goals of inclusive education go beyond those of the law. They want kids with special needs to feel safe and welcome at school so that they may thrive socially, learn well, and realise their full potential. Students with and without disabilities benefit from an inclusive education that promotes kindness, understanding, and acceptance. Beyond the classroom, acceptance is essential (Kiuppis, 2018)—the Equality Act of 2010 mandates that businesses in the United Kingdom provide access for people with disabilities. Educating the public about the value

of diversity requires people to rethink their views about disabilities. Communities can become more accepting of different people by changing public opinion and decreasing prejudice. Community acceptance may be increased through awareness campaigns, media and literature that feature characters with disabilities, and other initiatives that promote the qualities and successes of persons with disabilities (Cole, 2022). By actively encouraging inclusion, the United Kingdom is dedicated to giving children with impairments the same opportunity as their normally developing classmates. This is why it is important to work towards more accessible buildings, communities, and lifestyles. The path to full citizenship and the chance to share one's talents with the world is paved with inclusive practices for children with impairments.

Despite numerous obstacles, the United Kingdom's laws protect the rights of children with disabilities. Lack of resources, bias from the general public, and inadequate professional training all work against their inclusion (Syed and Ozbilgin, 2019). These issues require constant attention. The Equality Act of 2010 ensures that children with disabilities can access adequate medical treatment, education, and other support. The proper modifications are required. The Children and Families Act of 2014 mandated ¹¹ a new approach to special education and related services. Local governments must create ¹ an Education, Health, and Care (EHC) plan for each disabled child (Graham, 2020). ¹ The Special Educational Needs and Disability Code of Practice 2015 is the holy book for supporting students with disabilities. The importance of education and teamwork is underlined. ¹ The Equality Act of 2010 substantially supersedes the Disability Discrimination Act of 1995 (DDA), but ⁴ the DDA is still applicable in some situations (Dreyer et al., 2020). Under the law, people with disabilities are entitled to the same protections and privileges as everyone else.

The AODA guarantees that all individuals with disabilities, including children, have access to information in a format of their choice. Medical care providers must make information accessible

to their patients, especially children with special needs (Warnes et al., 2022). ¹ Families who disagree with decisions made by local authorities regarding special education and related services can appeal those decisions to the SEND Tribunal. It guarantees a level playing field in the event of a dispute. Disabled youngsters in the UK can get involved thanks to special programming. Funding for adaptive hardware, building upgrades, and disability awareness programmes for students is essential. These laws and programmes help the United Kingdom in its mission to aid children with special needs (Westbrook et al., 2018). By following these rules, ¹ the United Kingdom actively promotes the rights and well-being of all children.

There are still gaps and hurdles in implementing the legislation and activities above. However, it is important to highlight their key ¹ role in promoting equality, justice, diversity, and inclusion for children in the UK who have impairments ⁵ (Lynch et al., 2020). Despite legal protections, ⁵ it is challenging for children with disabilities to receive high-quality education, healthcare, and social inclusion. Many public buildings, transit systems, and facilities do not offer adequate accommodations for persons with disabilities, making accessibility a persistent issue. Children with disabilities remain socially isolated due to widespread stigma and limited opportunities to participate in mainstream society (Maher and Vickerman, 2018). The quality and availability of assistance also vary from location to location because of variations in the availability of resources and support services. A legal foundation has been established by ¹ the legislation that has been emphasised, such as the Equality Act of 2010 and the Children and Families Act of 2014 (Lim, 2020). However, there must be ongoing efforts to implement these laws and guarantee they are implemented. Budget shortfalls must be addressed, and adequate funds must be set aside—a budget for speciality services, specialised training, and infrastructure upgrades (Haslett and Smith, 2020). Increased awareness and education are necessary to counter stereotyped thinking and

further the goal of an inclusive culture. In addition, having both the kid and his or her family actively participate in the decision-making process increases the likelihood that the child's preferences and needs will be considered (Williams-Brown and Hodkinson, 2021). The UK's dedication to fostering equality, justice, diversity, and inclusion for children with disabilities is reflected in the country's legislation and activities (Kiuppis, 2018). However, above mentioned issues still need to be resolved (Zallio and Clarkson, 2021). Consistent and extensive support, eliminating negative attitudes, and closing accessibility gaps are necessary to ensure the full participation and happiness of ⁷ children with disabilities in the United Kingdom. All of these are concerns that must be resolved.

In conclusion, the rights and continued health and happiness of impaired children in the United Kingdom depend critically on equality, equity, diversity, and inclusion principles. Even though certain pieces of ¹ legislation, such as the Children and Families Act of 2014 and the Equality Act of 2010, ¹⁰ have been useful, problems still need to be rectified. ¹ It is difficult to complete the inclusion of children with disabilities due to ¹ barriers such as poor accessibility, unfavourable attitudes, a lack of resources and support, and gaps in implementation (Migliarini et al., 2020). These barriers make it difficult to include all children. Despite this, attempts are being made to find alternative solutions to these problems. Making people aware of the need for education on ¹ disability rights and encouraging them to engage in inclusive practises are essential first steps towards making society more hospitable to people with impairments. It takes a large investment of time, money, and other resources to satisfy the many needs of children with disabilities fully. These needs can be quite broad. When children who have disabilities are included ² in the decision-making process, both the children and their families stand to gain a great deal (Fenney Salkeld, 2019). This ensures that their viewpoints are considered, and all their special requirements are met. It will take the

combined efforts of governmental agencies, professions, communities, and people ¹ to get children with disabilities to a position where they are treated with real equality, equity, diversity, and inclusion in society. This can only happen if these groups work together. Suppose it works hard to eliminate obstacles, fights misperceptions, and provides enough assistance. In that case, the United Kingdom (UK) can improve the world for children of all abilities. The future for children in the UK who are disabled must be made more accessible and egalitarian, and it is the job of society as a whole to achieve this task. This responsibility falls on the shoulders of everyone.

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