Disability Awareness Training

Post-Session Handout

Changing The Way We Understand
Disability & Accessibility
June 2022

Some Key Facts:

14.1 million people in the UK self-define as disabled (ONS Family Resource Survey, 2019.
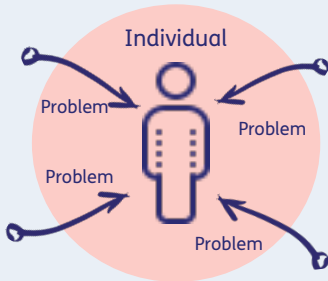
1 in 3 people consider disabled people to be less productive.

1 in 6 experience a mental health challenge in any given week and **1 in 4** over the course of a year (Mind, 2019).

17.5 million days lost to mental health sick days in a year (ONS, 2019).

Models of Disability

Medical Model

The problem is with the individual. A person is unable to participate due to their own impairment that needs to be cured.

Charity Model

Traditionally used by charities to increase fundraising. Individuals are depicted as 'victims' to evokes pity and sympathy. Creates a distorted image of individuals and their abilities.

Models to be championed:
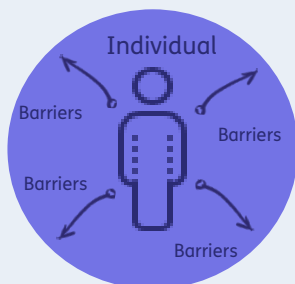
Social Model

Individuals are disabled by the societal barriers. The social model removes the onus from the individual, society is responsible for ensuring inclusivity.

Celebratory Model

Everyone is valued as unique individuals who have their own brilliant skill set. Making proactive adjustments can enable people to reach their full potential.

Barriers

When we apply the lens of the social model, we don't need to know about a person's medical diagnosis to support them, we just need to understand the barriers that they may experience.

Disabling barriers in society:
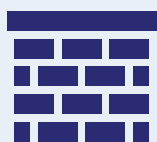
Physical Access

Communication

Attitudinal

Information

Representation

Deficit Culture

'Disabilities'

Conditions associated with disabling experiences include:

- Sensory Challenges
- Learning Differences
- Mental Health Challenges
- Physical Difference
- Processing differences
- Long-term Health Challenges

These are not always visible!

ADHD Fibromyalgia **Dyslexia** Crohn's Disease Arthritis

Sometimes disabilities are invisible.

Those who experience these often face impacts such as stigma, exclusion, masking and negative attitudes.

Language

Disabled Person or Person With a disability?
Most disabled people prefer to use 'disabled person' because this implies the person is disabled by their environment (social model).

It's important to use positive language that reflects equity and inclusion

Language Dos

Do:

- Speak as if you were talking to anyone else.

- Recognise individual preference.

- Ask to repeat a word or sentence if you did not understand.

- Speak directly to us, even if we have an interpreter or companion.

- Remember individual language is a personal choice.

Language Don'ts

Don't:

- Say things like "suffers from", "afflicted by", "wheelchair bound", or "victim of".

- Describe people using words like "insane", "mental", "crazy", "nuts".

- Crouch down or kneel like you would with a child

- Try to finish our sentences.

- Overly correct or apologise.

Etiquette

Below is a non-exhaustive list of some of the "do's and don'ts" when it comes to disability etiquette.

If you encounter a scenario that isn't listed here, and you don't know what to do—just ask!

Etiquette Dos

Do:

- Recognise that each lived experience is unique.
- Be aware of your communication.
- Be careful with body contact.
- Speak to the individual (not just their PA).
- Offer your elbow when providing sighted guidance.

Etiquette Don'ts

Don't:

- Move a wheelchair user without permission.
- Bend down or kneel in front of wheelchair users.
- Shout at someone with a hearing impairment—this changes your mouth shape making it hard to lip read.
- Worry about terminology such as "Did you see?" when talking to someone who is blind.
- Interact with working dogs before asking permission.

Equity vs Equality

It is assumed that everyone will benefit from the same support. They are being treated **equally.**

Individuals are given different support to make the game accessible. They are being treated **equitably**.
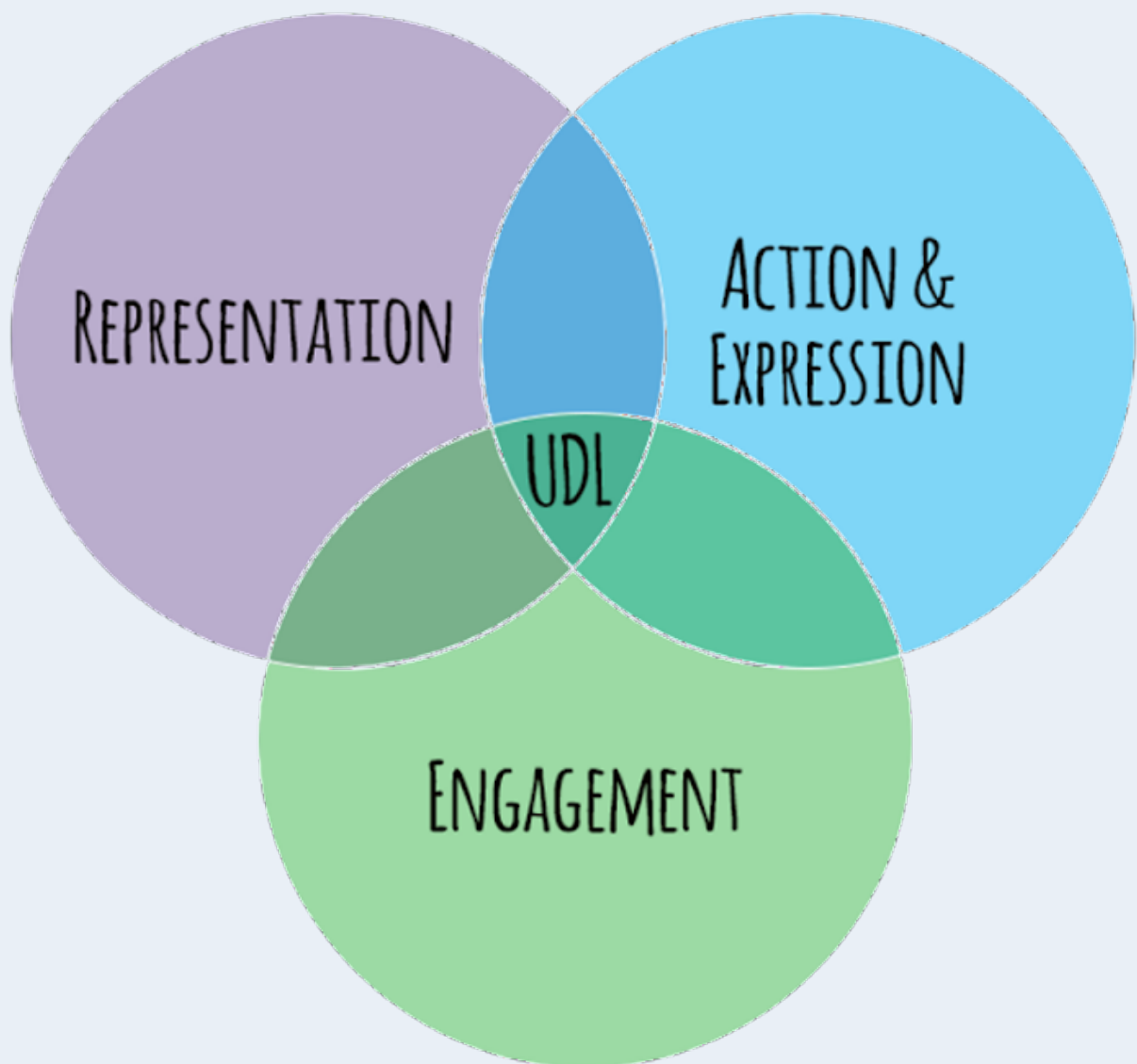

The **systemic barrier** has been removed. All three can see the game **without** any support or accommodations.

Universal Design for Learning (UDL)

An approach that offers flexibility in the ways students access material, engage with it and internalise their learning.

REPRESENTATION

ACTION & EXPRESSION

UDL

ENGAGEMENT

UDL Principles

Equality Act 2010

In the Act, a disability means **a physical or a mental condition which has a substantial and long-term impact on your ability to do normal day to day activities.**

Universities have **legal responsibilities** to support disabled staff and students under this act.

Section 20 of the Act outlines the duty to make **reasonable adjustments**. E.g., improving physical access to the campus buildings.

Examples of reasonable adjustments for staff:

Ergonomic equipment

Human support (PA, Interpreter, Training)

Flexi working hours

Assistive technology e.g. dictation software

Assigned accessible parking spaces

Working from home

British Sign Language (BSL) Interpretation

Lighting levels (high or low)

Additional Support for Staff

Access to Work
Making work possible

Access to Work can help you get or stay in work if you have a physical or mental health condition or disability.

You'll be offered support based on your needs, which may include a grant to help cover the costs of practical support in the workplace. Your workplace can include your home if you work from there some or all of the time.

Through Access to Work, you can apply for:

- A grant to help pay for practical support with your work
- Advice about managing your mental health at work
- Money to pay for communication support at job interviews

Useful Resources:

[Disabled Students' Allowance (DSA): Find Your Way Guide](#)

[Access to Work: Find Your Way Guide](#)

[Mental Health Helplines](#)

[Assistive Technology Free Trials](#)

[Glossary](#)

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