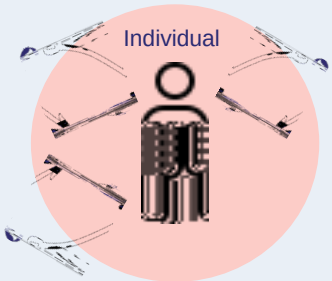
Disability Awareness Training

Post-Session Handout

Changing The Way We Understand Disability & Accessibility

June 2022

Models of Disability

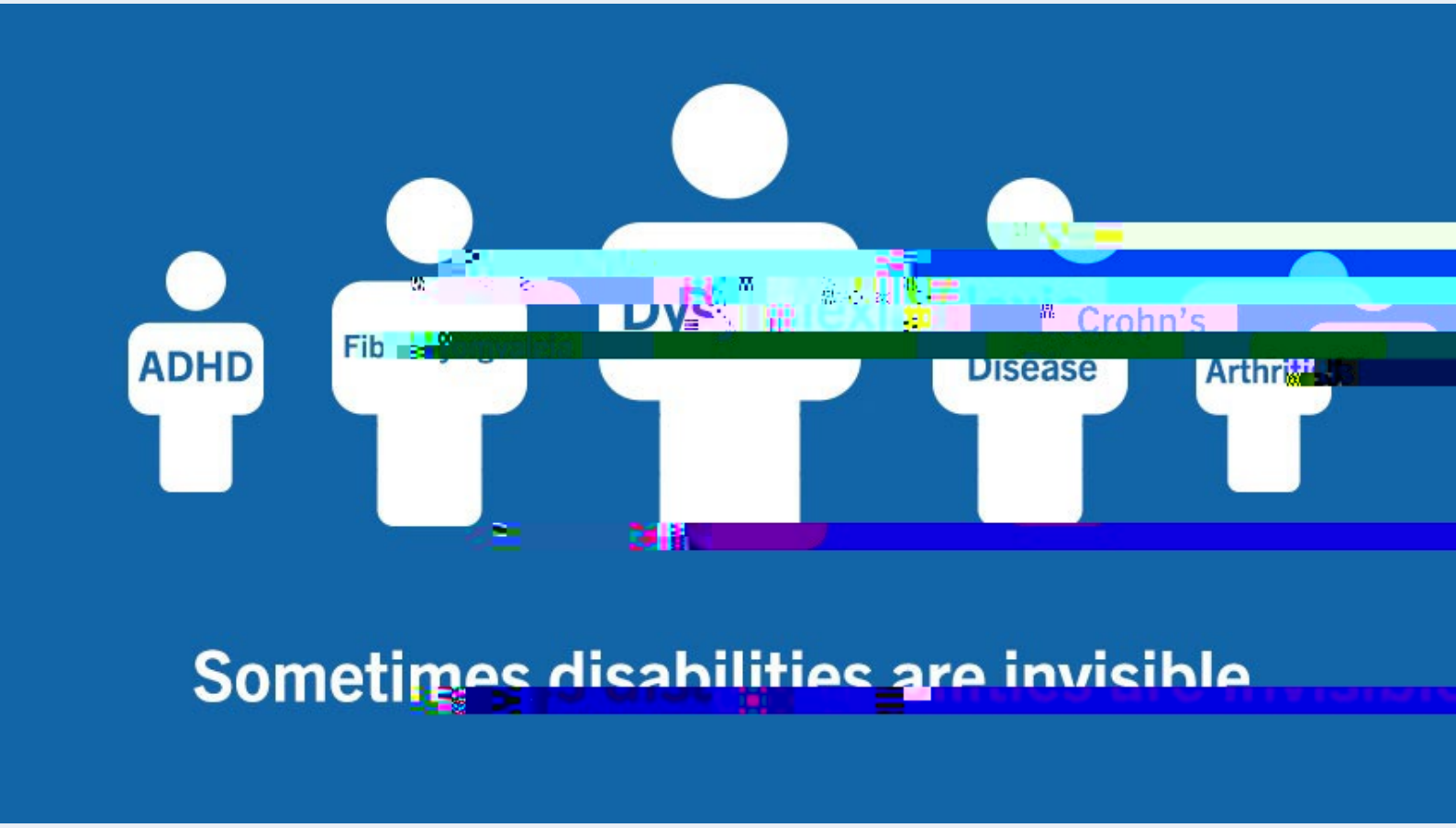


‘Disabilities’

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!



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

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).
-

Equity vs Equality

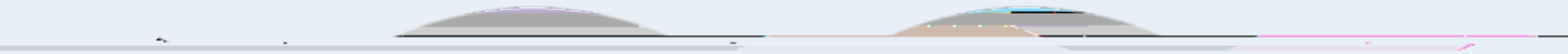
It is assumed that everyone will benefit from the same support.
They are being treated equally.

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

The

Universal Design for Learning (UDL)

An approach that offers flexibilit y in the ways students access material, engage with it and internalise their learning @



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.

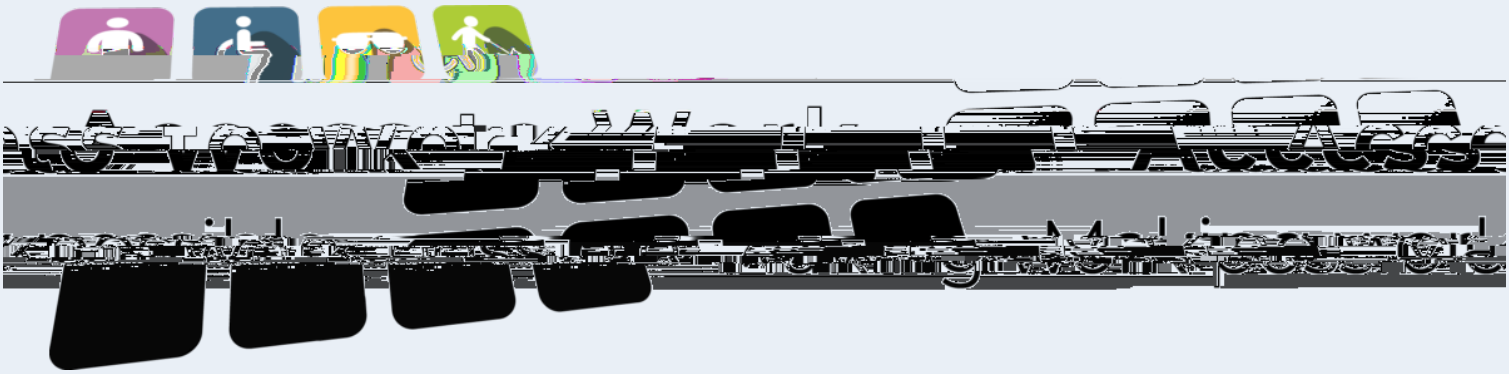
Universities have

Examples of reasonable adjustments for staff:

Ergonomic equipment

Human support (PA, Interpreter, Training)

Additional Support for Staff



Access to Work can help you get or stay in work if you have a

Useful Resources:

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