



EQUALITY, DIVERSITY AND INCLUSION RESOURCE BANK

**Protected
Characteristic:
Disability**

About

The [Equality Act 2010](#) legally protects individuals from discrimination within and outside of the workplace.

The Equality Act outlines the following “protected characteristics”:

- age
- gender reassignment
- being married or in a civil partnership
- [being pregnant](#) or on maternity leave
- [Disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation.

This document consists of various external links, tools and guidance relating to **DISABILITY**. The tools here have been collated to help the reader learn more about this area. Please refer to the [Psychological Professions Network South East \(PPN SE\) website](#) for further Equality, Diversity and Inclusion resources.



Disclaimer

The information provided by this resource bank is for general informational purposes only. All resources presented here are provided in good faith, however, the Psychological Professions Network cannot take responsibility for the accuracy and validity of the information provided within these resources. The Psychological Professions Network cannot endorse any paid services provided by these resources.

The resources have been credited where possible.

This resource bank is also by no means exhaustive. Feel free to suggest any additional resource by contacting Psychological Professions Network South East:

Email: spnt.ppnse@nhs.net

Twitter: [@se_ppn](https://twitter.com/se_ppn)



Disability

A US study found gaps between what educators perceive to be barriers for trainees with disabilities, and what the trainees experienced as barriers. Staff failed to consider the attitudinal and emotional barriers experienced by their trainees (Hickson, 2021).

A qualitative study explored advice current trainees with disabilities would give to others pursuing psychology (Lund et al., 2016). A number of themes were highlighted:

- seeking support, resources, and mentorship; advocacy; accommodations; disability disclosure; encouragement; dissuasion; and general advice.
- They emphasised the usefulness of seeking mentorship and also considered the disadvantages of disclosing their disability.



Disability

[dɪsəˈbɪlɪti] • noun

a condition or function judged to be significantly impaired relative to the usual standard of an individual or group. The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment mental illness, and various types of chronic disease.

Source: Disabilities: Definition, Types and Models of Disability : Disabled World (disabled-world.com)

Online Resources: Disability



[Ted Talk: Talking about Disability](#)

Amy Oulton: A ted talk on how we talk about disability, and how we should talk about disability.



[Supervising Trainees with Disabilities](#)

Anju M. Khubchandani: A presentation on Supervising Trainees with Disabilities



[The Disability Diaries](#)

Frances Ryan: What is life really like for people with disabilities?



[Disability and Psychology](#)

Kaley Roosen: A Youtube video on minimizing ableism in the counselling room



[Ted Talk: Disability and Work](#)

Hannah Barham-Brown: A ted talk on Disability and Work. "Let's stop wasting talent"

Online Resources: Disability



[“Pre-qual clinical psychologists with chronic illness/disability” Group](#)

Support network for aspiring psychologists with disabilities and health conditions



[What Counts as a Disability?](#)

@chronicallybrown:
An Instagram post covering the definition of a disability and some of the different types of disabilities.



[Bringing unconscious bias into the open](#)

Dr Ilona Singer: BPS article on neurodiversity and barriers in psychology training



[Disability microaggressions](#)

Examples of disability microaggressions in everyday life



[Ableism in clinical psychology training](#)

Tris Smith: Exploring the barriers for people with disabilities and lived experience in training

Online Resources: Disability



[Time to modernise our attitude towards driving](#)

Dr Ilona Singer: BPS blog around driving as a barrier for individuals with disabilities pursuing psychology



[Neurodiversity is not just for those we work with](#)

BPS article: Autism and neurodiversity in Applied Psychology



[Trainee Clinical Psychologists who identify as living with a disability](#)

Nicola Coop: Thesis on the trainee experience when living with a disability



[Education and Training Jargon Buster](#)

DisabilityRightsUK: List of common terms and definitions related to disability and health conditions



[DCP Minorities Subcommittee statement regarding remote learning](#)

BPS DCP Minorities Subcommittee: Request for DClInPsy courses to maintain remote learning options

Online Resources: Disability



[Disability Rights with the UK](#)

UK Government content on disability rights



[Invisible Disability Project](#)

Resources on invisible disabilities, calling out ableism and allyship



[Disability at Work](#)

acas: advice for employers, managers and job applicants



[Hidden Intersectionality: Care Experience, Disability and Neurodiversity](#)

Lys Eden & Jamie Crabb:
Exploring the lived experiences between the intersections of care experience, disability and neurodiversity



[Applicants with Disabilities](#)

Clearing House:
Further guidance on the Disability Confident Scheme

Prompts for having meaningful conversations (Sensoy & DiAngelo, 2014):

- I'm really nervous/scared/uncomfortable to say [X], but . . .
- From my experience/perspective as [identity], . . .
- I'm afraid I may offend someone, and please let me know if I do, but . . .
- It feels risky to say [X], but . . .
- I'm not sure if this will make any sense, but . . .
- I just felt something shift in the room. I'm wondering if anyone else did . . .
- It seems like some people may have had a reaction to that. Can you help me understand why?
- Can you help me understand whether what I'm thinking right now might be problematic?
- This is what I understand you to be saying:. . . . Is that accurate?
- I've been wondering about how we are using [term] in this discussion . . .
- I have always heard that [X]. What are your thoughts on that?
- The author is arguing that only [e.g., men can be sexist]. Can you help me understand that?
- Is [X] a good example of what the author was saying?
- How would you respond to [X] from a social justice framework?
- I am having a "yeah, but" moment. Can you help me work through it?
- Given the reality of inequitable power, would it be better if . . . ?
- How does [X] effect relationships between [Y] and [Z]?
- What is another example of [X]?
- This perspective is new to me, but I'm wondering if it is accurate to say that . . . ?

Key References/Articles

- Buchanan, N. C. T. (2020). Salient circles diagrams: Making intersectional identities, privilege, power, and marginalization visible. *Women & Therapy*, 43(3-4), 400–404. <https://doi.org/10.1080/02703149.2020.1729468>
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- Hickson, A. (2021). *Is There a Gap Between Actual and Educators' Perceived Barriers Experienced by Trainees with Disabilities in Psychology Training Programs?* The Chicago School of Professional Psychology.
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- Sensoy, Ö., & DiAngelo, R. (2014). Respect Differences? Challenging the Common Guidelines in Social Justice Education. *Democracy and Education*, 22 (2).

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