

Toolkit

Disability Inclusion & Accessibility



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INCLUSION

Welcome to your Disability Inclusion & Accessibility Toolkit.

What is a Toolkit?

A set of practical activities and conversation starters to facilitate with your team to keep important topics on the agenda.

How many colleagues could you train at one time?

Ideally groups of 2 - 15 learners, although many activities can be adapted for one-to-ones too.

When can you run the session?

As part of formal training session, during a team meeting, induction, or one-to-one development.

Where can you hold the training?

Online using a platform that has breakout room capability, in a training room, in the office, or on-the-job.

Who could attend these sessions?

Content is suitable for use with colleagues from any function or level, including new starters.

How long do I need?

Activities are typically 20-60 minutes duration.

Can I customise the content?

You can easily relate the learning to your own organisation's policies, processes, and guidance, as appropriate. An action planning sheet has been included to help learners record at least three role-specific actions at the end of every session.



Preparation

Before running a session...

Prepare:

- Familiarise with the session's objectives, topics, and materials. Ensure you understand the learning outcomes and feel comfortable to guide the discussion.
- Collect any necessary materials, such as slides, handouts, or video content or tech.
- Consider potential questions that might arise during the session and digest the supporting information included in the toolkit.

Communicate:

- Reach out ahead of the session to let your team know what topics you intend to discuss, giving them an opportunity to ask questions or share any concerns.
- Optionally you can share the activity links with people beforehand so they can familiarise with the topic ahead of time.

Position:

- Ensure all participants know the role they play in creating a 'safe space' (respectful, non-judgmental and confidential) for everyone to share thoughts and feelings and to learn together.
- Create an opportunity for individuals to reach out following the session to ask questions or share thoughts privately if preferred.

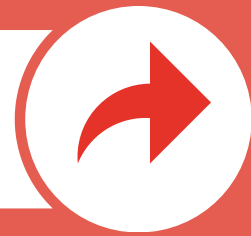


ACTIVITY #1

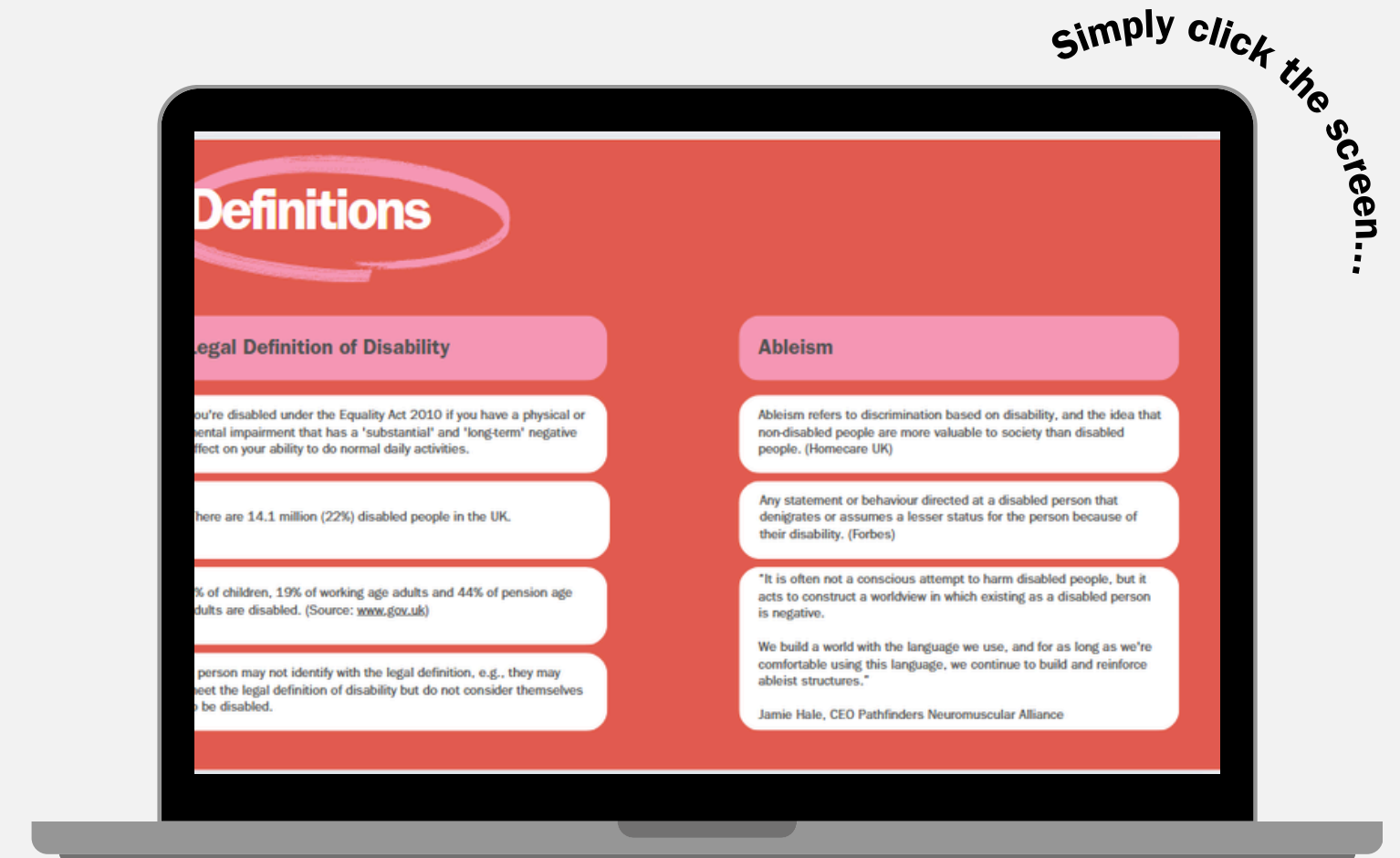
DISABILITY

AWARENESS

SHARE



Follow the instructions on the next page →



Instructions

20-30 min activity

Share the activity link and let's get started...

In this activity, participants will discuss and consider the impact of ableist language and become familiar with key definitions related to disability discrimination. Introduce this session with these step-by-step instructions before circulating the link to the activity on the following page:

1

Provide participants with a copy of the definitions handout in the activity link, that includes key terms related to disability.

Ask participants to individually read through the handout and familiarise themselves with the definitions.

(Activity link / QR code can be found on page 4).

2

Divide participants into small groups (ideally 3-4 people) and instruct each group to read the statements in the activity link. Ask them to discuss:

- What are your initial thoughts and feelings about the impact of ableist language on individuals with disabilities?
- Are there any terms or definitions in the handout that stand out to you? Why?

3

Reconvene as a larger group and invite each small group to share their thoughts and insights about the handout and the impact of ableist language.

ACTIVITY #2

DISABILITY

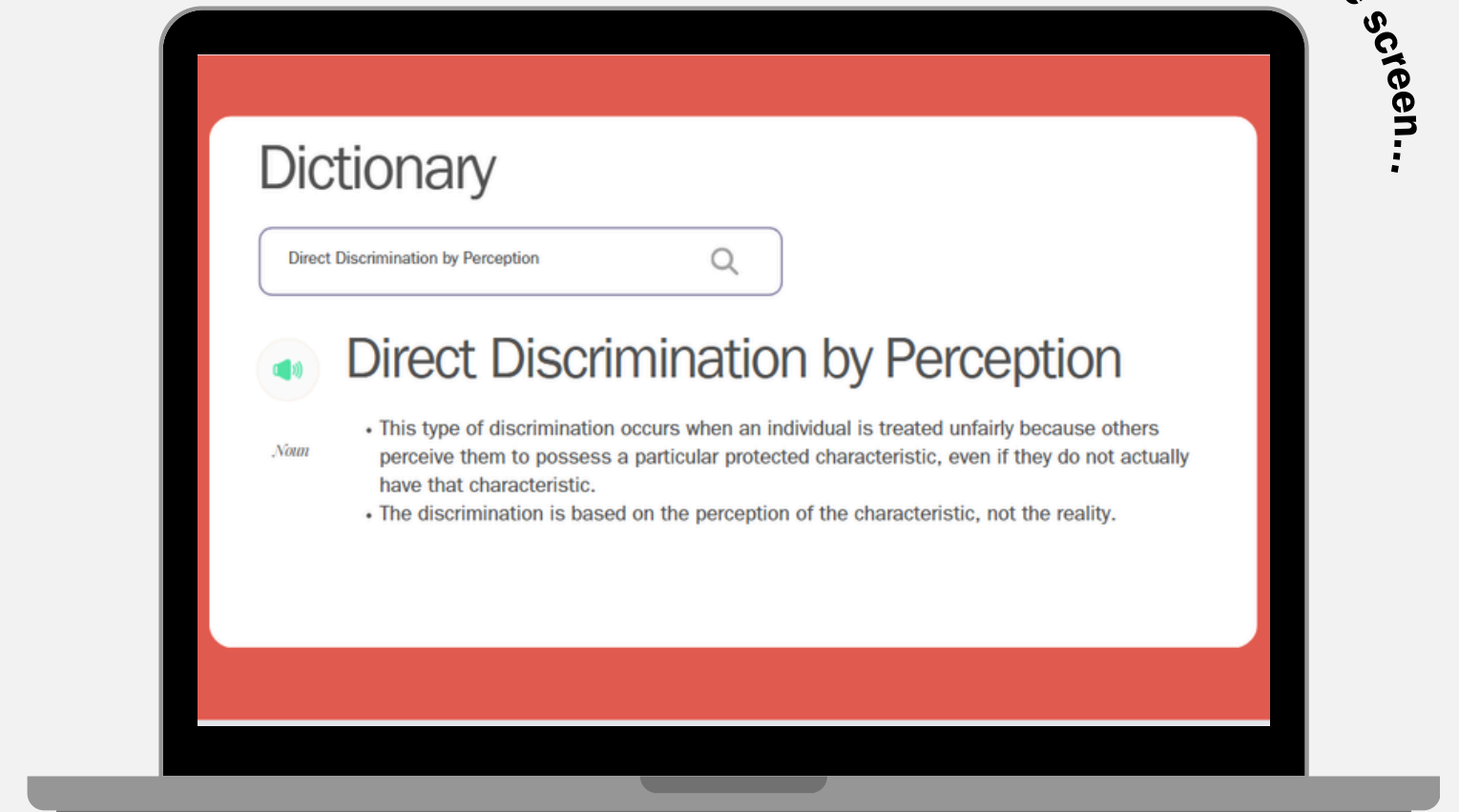
DISCRIMINATION

SHARE



Follow the instructions on the next page →

Simply click the screen...



Instructions

20-30 min activity

Share the activity link and let's get started...

In this activity, participants will discuss and consider the impact of ableist language and become familiar with key definitions related to disability discrimination. Introduce this session with these step-by-step instructions before circulating the link to the activity on the following page:

1

Divide participants into groups (ideally the same groups as in activity 1).

Provide the participants with the disability discrimination handout in the activity link, and ask them to discuss their initial thoughts.

Take 10 minutes to reflect on the definitions and invite participants to share how they think these could show up day-to-day.

(Activity link / QR code can be found on page 6.)

2

Instruct participants to read the scenarios and ask them to identify any instances of disability discrimination within the scenario. Encourage participants to consider the definitions and concepts from the handout in their analysis.

(The scenarios are included in activity link on page 6.)

3

Reassemble the larger group and invite each small group to share feedback on one of the scenarios they discussed and their observations about disability discrimination within it.

The answers to the scenarios are on page 8.

Answers

Following the activity, ask the participants to share their insights following their discussions on the scenarios. Below are the answers for the scenarios:

1. Kulbir's manager knows she has depression and makes disparaging remarks in an open plan office about depression being a great excuse for time off.
 - HARRASMENT
2. Sean has a diagnosed mental health condition. He tells his employer he intends to apply for promotion. His boss says he can't because he has mental health issues.
 - DIRECT DISCRIMINATION
3. Paulette's manager thinks Paulette has mental health problems so treats her less favourably than the rest of the team.
 - DIRECT DISCRIMINATION BY PERCEPTION
4. Jon is disciplined by his employer because he recently had two periods of sickness absence due to his long-term health condition.
 - DISCRIMINATION ARISING FROM A DISABILITY
5. Sara's manager says that everyone must work from the office. Sara is autistic and can work more effectively from home.
 - INDIRECT DISCRIMINATION
6. Ranjit supports his colleague with their discrimination claim. His manager then ignores his contributions in meetings.
 - VICTIMISATION
7. Gail looks after her disabled mother. Gail is passed over for promotion as her manager feels she won't be able to fully commit to the demands of the new role and care for her mother.
 - DIRECT DISCRIMINATION BY ASSOCIATION

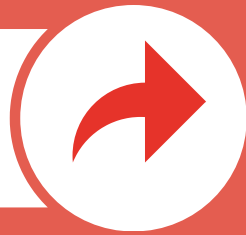
Following the Activity

- Summarise the key takeaways from the discussion.
- Encourage participants to reflect on how recognising and addressing disability discrimination is important in fostering an inclusive and respectful environment.
- Provide a copy of the action planning handout and encourage participants to capture their cations from the session.

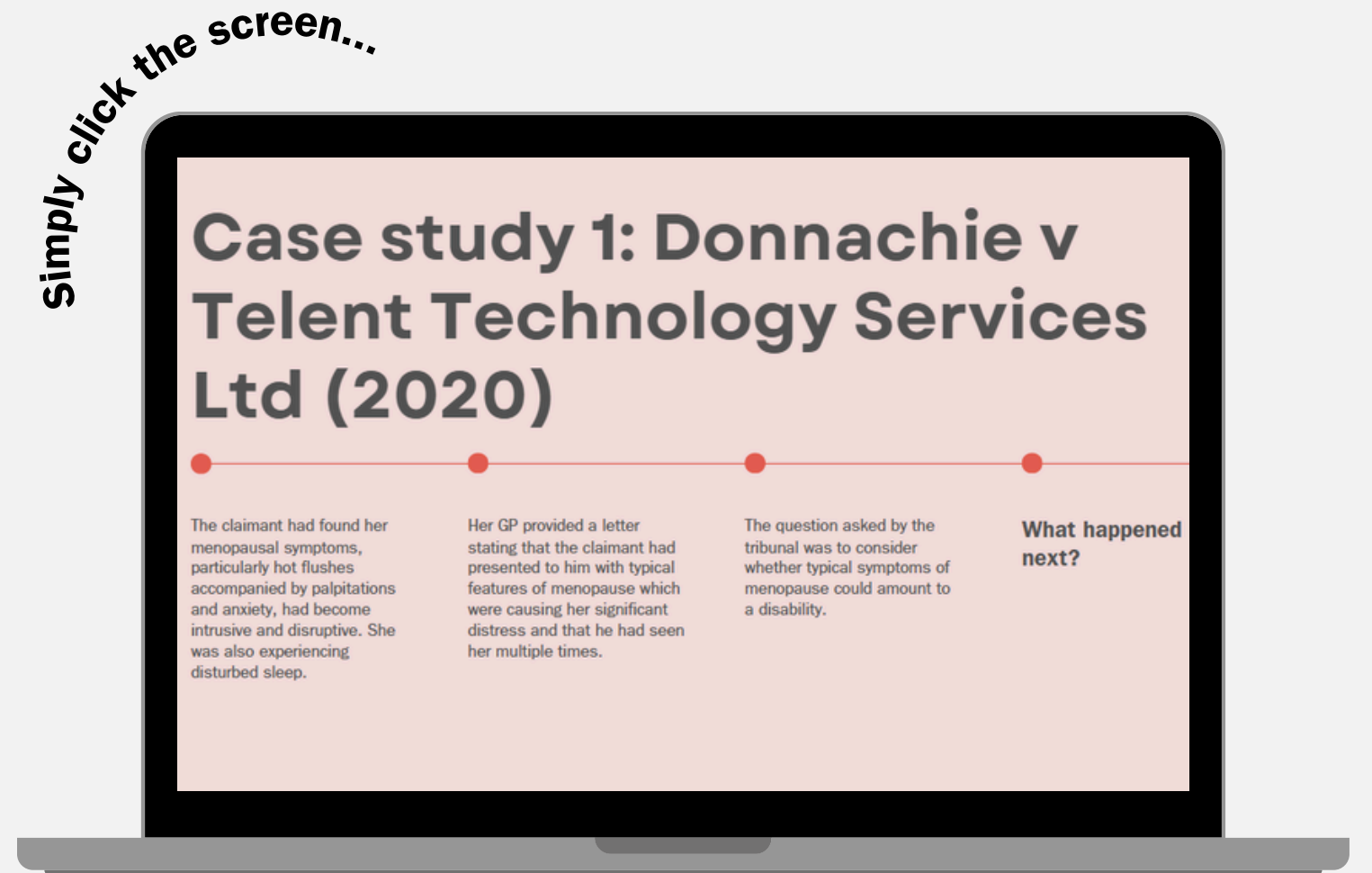
ACTIVITY #3

ACCESSIBLE BY DESIGN

SHARE



Follow the instructions on the next page →



Instructions

Part One

The aim of this activity is to highlight the importance of accessible workplace design and to demonstrate how proactive design choices can enhance inclusivity and accommodate individuals with disabilities. Explain that the focus is on creating spaces and environments where all employees, including those with disabilities, can thrive. Encourage participants to approach the discussion with a mindset that values accessibility by design.

There are two parts to this activity. Below are the instructions for part one. Introduce this session with these step-by-step instructions before circulating the link to the activity on the following page:

1

Ask participants to read the definitions on the activity link and share one idea they have for making a workplace more accessible - this encourages participants to start thinking about what is meant by accessibility.

(Activity link / QR Code can be found on page 9).

2

Split the group into three and give each group one of the following three questions to discuss for 5 minutes:

- "What does accessible workplace design mean to you?"
- "How can an accessible workplace benefit all employees, regardless of disability?"
- "What are some common barriers or challenges in existing workplace designs?"

3

Regroup the participants to share key points arising from their conversations. Take feedback from each group and encourage open discussion on each presentation. Emphasise the positive impact of accessibility on workplace inclusivity.

Refer to the discussion notes on page 12.

10-20 min activity

Part Two

There are two parts to this activity. Below are the instructions for part two. Introduce this session with these step-by-step instructions before circulating the link to the activity on the following page:

1

Ask participants to share one word or phrase that comes to mind when they think of menopause.

Lead a guided discussion where participants can share their thoughts, experiences, or questions about menopause. Use the questions on page 12 to prompt the conversation.

2

Divide participants into four small groups

and assign each group with one of the case studies (which come from real-life scenarios and illustrate the intersection of menopause and disability) on the activity link. Each group should identify:

- The specific challenges faced by the individuals in the case studies.
- How these challenges relate to both menopause and disability.
- Possible strategies or accommodations that could help address these challenges.

(Activity link is the same as the previous activity, on page 9.)

3

Ask each small group to present their analysis and recommendations to the larger group. Encourage open discussion and feedback, helping to build a deeper understanding of the issues at hand.

Refer to the discussion notes on page 12 to prompt this discussion.

40-50 min activity

Part One: Reasonable Adjustments and Accessibility

Encourage feedback from the group on how to make the workplace more accessible. Further the conversation by asking them to consider these points:

- Consider digital, environmental, and cultural barriers.
- Seek advice on assistive technologies – e.g., for vision, hearing, speech communication, learning, mobility, specialised software, environmental adaptations.
- Identify unintentional exclusion, e.g., oversight when choosing a venue for an event, or relying on people to quickly read tiny text from a presentation during a meeting and help others to recognise how this can happen.
- Learn about pre- and post-diagnosis benefits and barriers.

Part Two: Menopause

What comes to mind when you think of menopause?

Lead a guided discussion where participants can share their thoughts, experiences, or questions about menopause. Use the following questions to prompt the conversation:

- "What are some common challenges or symptoms associated with menopause?"
- "How might menopause intersect with disability, if at all?"
- "What are some misconceptions or stereotypes surrounding menopause and disability?"

Presentation of insights from the case studies

- Summarise the key takeaways from the activity, emphasising the importance of empathy, awareness, and inclusivity when considering menopause and disability.
- Discuss potential actions or initiatives that participants can take to create a more supportive environment for individuals experiencing these intersections.

Your Action Plan

One thing I will stop doing...

One thing I will start doing...

One thing I will do differently...

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