

The social model views disability as people with ‘impairments and an environment filled with physical, attitudinal and social barriers’ (People with Disability Australia, 2018). Another definition is people who are ‘disabled by barriers in society, not by their impairment or difference’ (Scope, 2018). These two definitions are very similar because both suggest that disabled people face societal barriers that heighten their disability (NCWD/Youth, 2019).

The social model of disability ‘concentrates on what society does to construct disability’ (Larkin, 2009, p.36). The medical model of disability emphasises the ‘impairment rather than the person’ (Larkin, 2009, p.34). The medical model of disability does not take into account the barriers within society that do not accommodate those with disabilities (University of Leicester, 2015).

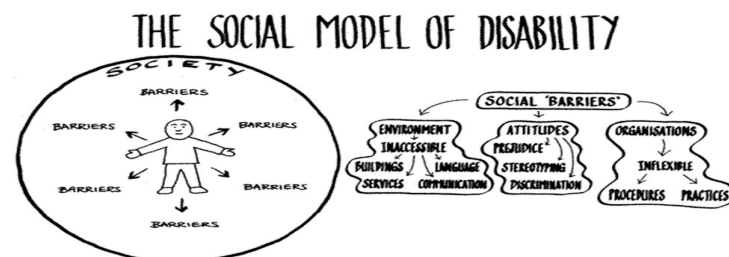
The Social Model of Disability



Inclusion London, (2019).

The Social Model of Disability states that the oppression and exclusion people with impairments face is caused by the way society is run and organised.

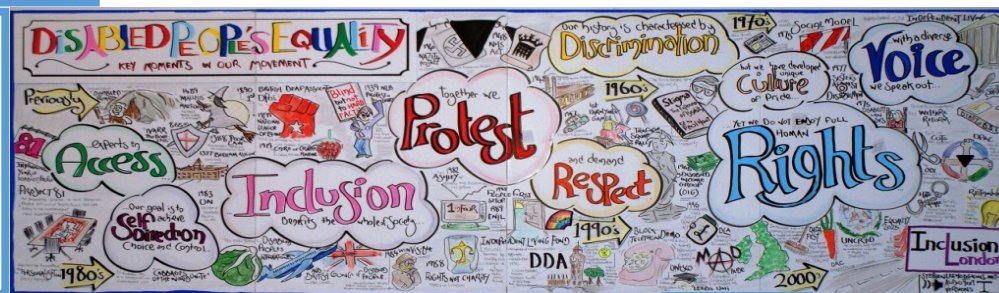
Within the education system, the social model of disability needs to consider the structure of the institution, the curriculum they deliver and adapting equipment to enable those with disabilities to feel included within their educational institution (The Alliance for Inclusive Education, 2019). Developing technology is an improvement towards inclusive education (ARACY, 2013).



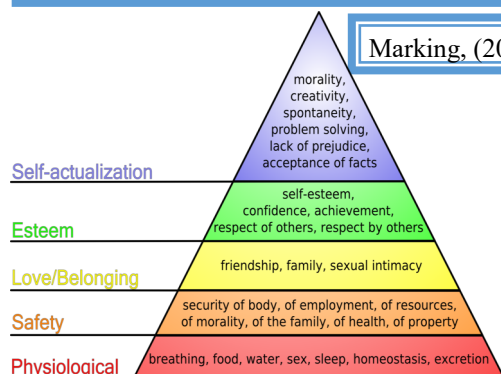
Neurodiversity, (2018),

Disabled people are protected by the Equality Act 2010 if they have a ‘physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on their ability to do normal daily activities’ (GOV.UK, 2010). Educators need to adapt equipment to ensure those with disabilities are able to achieve their potential (Human Rights Watch, 2019).

The Social Services and Wellbeing Wales Act changes the way people’s ‘needs are assessed’ (Welsh Government, 2017). Under this act and according to the social model of disability, disabled individuals should have the right to express their opinion (CSIE, 2019).



Mencap is a charity that helps those with a disability to voice their opinion and its goal is for all disabled individuals to feel ‘valued, listened to and included’ (Mencap, 2016). This conveys that within this charity it allows those with disabilities to feel socially included (Graves and Ward, 2012).



Marking, (2012).

Maslow’s Hierarchy of Needs- for individuals to be completely content with their lives they need to reach the ‘self-actualization’ part of the pyramid (Huitt, 2007). According to this theory those with disabilities who refer to the social model of disability within education will not reach this due to them not being able to move past the ‘Safety’ part of the pyramid (The Stanford Encyclopaedia of Philosophy, 2016).

Inclusion London, (2019).

To conclude, the social model of disability within education is very topical, due to some schools not having disabled access within the buildings (Dr. Lang, 2001). The Equality Act 2010 and the Social Services and Wellbeing Wales Act, suggest that the social model of disability needs to alter the societal barriers (Mind, 2013). Maslow’s Hierarchy of Needs conveys the social model of disability will prevent individuals achieving their full potential in school due to resource barriers they may face (Mitchell, 2015).

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