Ancillary Staff

Train the Trainer
Maritime Modules

REAL
REAL Passenger REAL Person

Department for Transport

Ancillary Staff

A range of ancillary staff, working in ports, cafes and as cleaners and maintenance staff, will need a basic understanding of their role in relation to disabled passengers and people with reduced mobility (PRMs).

We suggest giving short verbal briefings to staff about what disability is and what challenges disabled people face, drawing on material from the maritime training package, such as the core modules **What is Disability?** and **Inclusive Communication**, and the maritime modules **Rights and Duties, Portside Customer-facing Staff** and **Understanding Travel Challenges.** If you can, show or share the short animated videos, which carry memorable messages about supporting disabled passengers.

We recommend using practical, experiential exercises where this is likely to be useful. For example, ask delegates the layout of ports and terminals, the importance of avoiding obstacles and trip hazards to enable access by people using wheelchairs or with a visual impairment.

The material in this document is designed to give you ideas about how to brief ancillary staff in a relevant way.

Learning Objectives

1. Understanding the practical implications of supporting disabled passengers

2. Developing empathy and understanding for disabled passengers

What to Cover

Make sure that ancillary staff understand, as relevant to their role:

- What disability is
- What challenges disabled passengers face
- What the law says about serving customers
- How they can offer practical support
- How best to communicate with disabled passengers
- Their role and responsibilities.

Key Messages

Around **1 in 5 people** may have problems when travelling linked to disability or health.

This is more likely the older we get.

This might be because the environments — shops, cafes, walkways, toilets — create problems.

The choices you make can help people to travel safely. For example, cleaning materials or supplies left unattended could trip someone up or block the way.

Giving people clear information can help them get around and get what they need.

Helping to lift or carry something or to open a door can make a difference.

Understanding Everyday Challenges

Take staff on a tour of their working environment. Ask them to consider barriers that could be experienced by people in these circumstances:

- A wheelchair user
- Someone with a visual impairment, for example using a cane or accompanied by a guide dog
- Someone with a hearing impairment
- Someone with a learning disability
- Someone with dementia
- Someone with a catheter or colostomy bag

What the Law Says

Portside

The Equality Act 2010 states that those who have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities are disabled.

This could be to do with how they move around; what they can see or hear; how they need information provided to them; or if they feel pain, or anxiety; or distress over a long period.

Remember — many things that mean that someone is disabled aren't visible. You might not realise at first that someone has limited vision, a hearing impairment, an autism-spectrum condition, dementia or chronic pain.

Terminal operators, any services they contract and staff must not discriminate against, harass or victimise disabled people. They must make reasonable adjustments to how security services operate.

What the Law Says

On Board a Vessel

Regulations cover what happens on board vessels.

Disabled passengers and people with reduced mobility (PRMs) have rights to travel on vessels and to assistance.

Communication

Top Tips

If you think someone might need or want help, don't be afraid to ask **'Can I help?'** or **'How can I help you?'**

Make sure you know about **accessible routes and facilities**, such as where lifts and toilets are.

Not everyone who is disabled wants or needs help.

Be patient. Sometimes people need extra time to understand or to explain what they need. Be ready to repeat what you have said, using different words to help someone understand.

Always talk to a passenger or customer directly, not a person they are with.

Speak clearly and face to face to people who are lip-reading.

Offer to **write things down**.

If possible, **offer choices**.

Checking What's Been Learned

At the end of any briefing or practical exercise, ask staff:

- What stood out and what have they learned?
- What changes will they make to the way they work to ensure that they can help disabled passengers?
- Where should they signpost disabled passengers to in the immediate environment if the passenger needs help. For example, where could a passenger get first aid?
- Where should they go for advice on how to help disabled passengers?

REAL

Depending on the time available, use the REAL theme to **summarise key messages**, and remind people about the Respect, Empathise, Ask, Listen theme of the training. You can use the train the trainer notes on REAL here and/or in other sections of the training.

REAL

Respect

REAL

Empathise

REAL

Ask

REAL

Listen

REAL Passenger **REAL** Person

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