



Invisible Barriers: How public attitudes affect inclusive travel

Highlights Report, June 2025

This report is part of a series of research conducted by the National Centre for Accessible Transport (ncat) since its launch as an Evidence Centre in early 2023. Whilst this is a standalone report, we would recommend it is considered alongside other ncat research published from late 2024. As ncat progresses further, reports and insights will also be published on our [website](#)

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“ncat (2025). ‘Invisible Barriers: How public attitudes affect inclusive travel’. Available at www.ncat.uk”

Highlights

This document explores different types of interventions that could be used to improve the behaviours of non-disabled people towards disabled people when travelling.

Disabled people told us, that the attitudes and behaviours of other people are a challenge when travelling. These behaviours have a significant negative impact on disabled people’s wellbeing and independence. As such, we conducted this research, to understand what could be done to address the bad behaviours of non-disabled people and/or encourage good behaviours.

During the project, we reviewed literature and looked at case studies that tried to improve behaviours towards disabled people in a transport setting. We also engaged with both disabled people and non-disabled people to get their views on different interventions that could be done.

Our key conclusions from the research are:

- Education, especially of children, is very important and should be a higher priority. Disabled people should be involved in developing the curriculum.
- Luggage being placed in priority spaces was a key barrier. By solving the luggage problem, disabled people would be able to have more space on public transport.
- Public awareness campaigns using videos on social media or on public transport could help the understanding of the public.
- Fines to enforce Blue Badge restrictions is the key way to improve the parking experience for disabled people.

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1 Why did we do this work?

Disabled people make 38% fewer journeys than non-disabled people. This figure has not changed for over ten years (Motability, 2022).

In 2023, the National Centre for Accessible Transport (ncat) was set up to help reduce this transport accessibility gap. ncat works with disabled people and people in the transport industry to understand how transport can be improved.

Studies have also shown that negative attitudes and behaviours towards disabled people are especially prevalent while travelling and have an impact on disabled people's willingness to travel. For example, 59% of

disabled people who participated in the ncat Transport Barriers Survey (2023) stated that they experience negative attitudes or behaviours when they are travelling. For people with mental ill health, this number rose to 86%, showing that people with non-visible impairments are more likely to be impacted. When referring to negative attitudes, we mean the negative thoughts, feelings and behaviours non-disabled people have towards disabled people.

For many disabled people, the behaviours of non-disabled people create poor travel experiences or even act as a barrier to travelling. While most non-disabled people do act in the right way, the actions of a minority who do not act in a prosocial way have a large impact on travelling experiences of disabled people. The project focuses on answering the following question and sub-questions:

What are the most effective ways to change negative behaviours and attitudes of non-disabled people towards disabled people when travelling?

1. What interventions have been tested to change behaviours and attitudes of non-disabled people towards disabled people while travelling? How successful have these existing interventions been?
2. What are the views of disabled people on the negative behaviours of non-disabled people? What recommendations do they have on how negative attitudes could be improved?
3. What interventions (already trialled or new) could be developed that support positive behaviours from non-disabled people?
4. How successful do non-disabled people think these interventions could be in improving the behaviours of non-disabled people?
5. Based on the outcome of this research, what interventions would we recommend trialling further?

2 What did we do, how did we do it, and who did we work with?

To ensure a comprehensive and inclusive study, we adopted a phased approach, allowing for multiple opportunities for input from disabled people and ensuring robust outputs through iterative testing and refinement. The study was broken down into 5 research tasks:

1. Conduct desktop review of existing literature and interventions
2. Run focus groups with disabled people
3. Develop list of interventions to focus on and test with disabled people
4. Run a survey with non-disabled people about the selected interventions
5. Bring together summary of findings

Task 1: Desktop review of existing literature and interventions

We conducted a two-fold review to identify existing research on:

1. Studies examining the views of non-disabled people towards disabled people while travelling, and
2. Real life interventions to overcome the ableism of non-disabled people and studies examining the effectiveness of those interventions.

For the first part of this review, we categorised the available literature into two types:

- General Public attitudes: Factors influencing attitudes of non-disabled individuals towards disabled people

- Public attitudes in a specific environment: Factors influencing attitudes and behaviours in specific settings related to travel

The second part of the desktop review looked at several existing interventions in different settings that target the general public's attitudes towards disabled people.

Task 2: Focus groups with disabled people

Research Institute for Disabled Consumers (RiDC) ran three focus groups, with disabled people to understand the challenges they face related to the attitudes and behaviours of others.

The focus groups discussed the types of attitudes disabled people experience whilst using all modes of transport, including walking, wheeling and cycling. Participants also talked about the impact of negative attitudes, and their recommendations for how negative attitudes could be improved.

To see the information on the focus groups this can be found on the ncat website⁽¹⁾.

Task 3: Develop list of interventions to focus on and test with disabled people

This task consisted of several activities that led to the final version of the survey with non-disabled people. Those activities are:

- **WSP and RiDC workshops** identified key settings where negative behaviours towards disabled people are likely to occur and identified pain points felt by disabled people, barriers to correct

¹ [Public Attitudes - National Centre for Accessible Transport](#)

behaviour by non-disabled people and the expected correct behaviour in the identified settings.

- **A long list of interventions** that could change negative behaviours and attitudes of non-disabled people towards disabled people when travelling was developed.
- **Experts by Experience Session** organised by RiDC with disabled people to prioritise identified interventions and help design the survey with non-disabled people.

Task 4: Run survey with non-disabled people

The survey with non-disabled people consisted of three stages: survey development, conducting the survey, and analysing the survey results.

Survey Development

Informed by earlier stages of the project, a survey was developed about public attitudes in travel settings and views on proposed interventions.

As the survey is about a potentially sensitive topic, we decided to create a draft survey and test this with a smaller number of respondents before carrying out the full survey. The steps taken in the development were:

- **Survey development and test survey** created and tested a survey based on feedback, covering travel patterns, disability awareness, Attitude to Disability Scale (Power and Green, 2010), attitudes and behaviours in key settings, and impact of potential interventions.
- **Survey update** refined the survey with additional questions and improved the data analysis methodology based on test results.

Conduct survey with non-disabled people

We ran the survey through Microsoft Forms. As we wanted to only focus on non-disabled people, a screener question was added to the start of the survey. Participants were recruited through Prolific, a platform known for its diverse and high-quality participant pool. 1,464 people finished the survey. The sample was representative in terms of gender, but not for other characteristics.

Analysis of survey results

The survey produced both qualitative and qualitative (open text) responses. The quantitative data was analysed using both descriptive statistics and robust statistical models.

The open text responses were analysed using thematic analysis to capture thoughts or ideas that were mentioned by several people. The results of the two types of responses were brought together during our analysis, providing us with rich insights.

Task 5: Bring together summary of findings

Once all the first four stages of the project were conducted, the results were brought together to highlight insights and recommend next steps.

3 What did we find?

This section provides multiple findings across the phases of the project.

Task 1: Desktop review of existing literature and interventions

Existing studies examining the views of non-disabled people towards disabled people while travelling.

Research shows that public attitudes toward disabled people are shaped by knowledge, experience, and context. Studies suggest that people with more understanding of disabilities and more frequent, meaningful contact with disabled individuals tend to hold more positive views (Wang et al., 2021). Attitudes also vary depending on the type of disability, with some conditions perceived more sympathetically than others.

In educational settings, students with a strong moral identity and those in inclusive schools are more likely to show empathy and support toward disabled peers (Szumski, Smogorzewska and Grygiel, 2020).

Looking at specific settings, particularly on public transport, most studies focus on seat-yielding behaviour. Factors such as personal health, crowding, and the visibility of a passenger's vulnerability influence whether someone gives up their seat (Baig et al., 2022a; 2022b).

Empathy and how often someone uses public transport also play a role.

A 2019 TfL survey found that while most people are willing to offer their seat, some feel awkward doing so or are unsure of when it's appropriate (TfL, 2019). News articles and qualitative studies highlight additional barriers, such as fear of offending, social discomfort, and avoidance behaviours like pretending not to notice someone in need.

Outside of public transport, disabled parking remains a challenge. The Baywatch 2022 survey (completed by disabled motorists) revealed that many disabled motorists struggle to find suitable parking and frequently witness misuse of disabled bays, with limited enforcement by local authorities (Disabled Motoring UK, 2022).

Real-life interventions to overcome the ableism of non-disabled people and studies examining the effectiveness of those interventions

The findings from the review of existing interventions are listed below. Note that the interventions are grouped according to the setting where they have been implemented.

- **Seating on public transport**

- **Badge system:** 'Please offer me a seat' badge (TfL) - 84% of users have an invisible condition, 78% of users find it easier to get a seat, 75% are regularly offered a seat, and 95% of users are likely to recommend the scheme to a friend (TfL, 2018).
- **Awareness campaign:** TfL Priority Seating Week - Raises awareness of priority seats through announcements and signs; No evaluation or evidence of effectiveness was identified (TfL, 2024).
- **Priority seating design:** New moquette (seating patterns/design) design - 3 in 5 non-users recognise the benefits and importance of the new design (TfL, 2023).

- **Disabled Parking**

- **Tackling Blue Badge Abuse:** This is people using blue badges that are not eligible for one. Local Resolution Order (LRO) in East Sussex - Educates offenders about proper use, with 100-150 LROs annually, increasing awareness and reducing re-offending (Transportxtra, 2022).

- **International Travel:**

- **Standardising proof of disability:** EU-wide Disability and Parking Cards - Standardisation likely to increase awareness due to uniformity and potential for EU-wide campaigns (EU Commission, 2021).

- **Wayfinding at public transport stations**

- **BSL Travel Announcements:** Customer information screens at Edinburgh Waverley and Glasgow Central stations display BSL travel announcements to raise awareness of deaf passengers' needs. No evaluation or evidence of effectiveness was identified (Network Rail, 2024).

Task 2: Focus groups with disabled people

The key findings from the focus groups with disabled people are:

- Disabled people believe the general public lacks an awareness and understanding of disability.
- Politics and news stories play a significant role in shaping negative attitudes towards disabled people.
- The accessibility barriers and negative attitudes that disabled people face when using transport have alarming implications on their mental health and confidence.
- Participants felt that many existing accessibility issues resulted from disabled people not being included in the design of transport and services.

Further information on the focus groups can be found on the ncat website⁽²⁾.

Task 3: Develop list of interventions to focus on and test with disabled people

The summary of findings from each activity that led to the final version of the survey with non-disabled people is as follows:

² [Public Attitudes - National Centre for Accessible Transport](#)

- **WSP and RiDC workshop** identified key settings where negative behaviours and attitudes are likely to occur (seating on public transport, wheelchair spaces, street space and disabled parking). For a list of pain points, barriers, and expected correct behaviours see Appendix A: Interventions workshops with project staff.
- **Long list of interventions** that could change negative behaviours and attitudes of non-disabled people towards disabled people when travelling was developed (See Appendix B: Long list of interventions).
- **Experts by Experience Session** found that participants agreed on the four key settings, supported the idea of public awareness and education campaigns, had mixed reactions to the sunflower lanyard, and favoured the ideas of automated messages on public transport and school education.

Task 4: Run survey with non-disabled people

Following the survey we have identified 7 key findings.

Finding 1: People's characteristics and experiences with disabled people significantly impact their views on whether interventions will make an impact

The analysis showed that men and older people consistently are less likely to think that interventions will have a high impact on people's behaviour than women and younger people. We also found that those that care for adults or children are more likely to think interventions will have a large impact than those who are not carers. The analysis showed that people who know a disabled person, especially someone with a non-visible access need, are more likely to think that interventions will have a large impact on people's behaviour. We also found that people's

experiences impact their views. For example, those who stated that they have seen a member of public confront someone over parking in a disabled bay are more likely to think that interventions will have a large impact on people's behaviour.

Finding 2: People agree that education could have a positive impact in teaching children and young adults how to support disabled people while travelling

Participants in our focus groups particularly stressed the role of education and the importance of having young people be aware of disability as a way of combating prejudice and ableism.

During our survey we asked non-disabled people their views on the potential impact of education on how to support disabled people aimed at different age groups. We found, that in general, people think that education could be very impactful.

Finding 3: More luggage space by your seat could help free up priority spaces on public transport

In response to the question, "In your opinion, why would someone not move their luggage to give up space in a priority area (e.g. the wheelchair space) for a disabled person with visible impairments and access needs on public transport?", 58% of respondents said it was because there is nowhere else to store the luggage.

We explored different options for additional luggage storage, and asked people where they think people would be most comfortable leaving their luggage instead of in the wheelchair space. There was a clear frontrunner, with people preferring to have extra luggage space by their seats. 83% of people thought that having extra luggage space by their seats would be very or extremely impactful (4 and 5 on a 5-point scale). Having luggage racks in individual carriages and locked luggage spaces

were less preferred, while staff only accessible spaces made people very uncomfortable.

Finding 4: Videos on social media are viewed as the most impactful form of messaging about the role of service animals and carers and sharing street space

We asked non-disabled people their views on seven different media approaches, and which ones they think would make the biggest impact on people's behaviours. We found a consistent ordering of impact, irrespective of the topic at question:

- Most impactful: videos on social media
- Second most impactful: videos on screens located on public transport
- Third most impactful: images on social media

Print media, static images on screens, posters, and videos on television were all viewed as less impactful.

Finding 5: Fines are viewed as more impactful than messaging when it comes to keeping disabled parking bays free

It seems there is a knowledge barrier that should be tackled as the details of what exactly a Blue Badge allows is not clear to everyone. 96% of non-disabled people we asked stated that they know what a Blue Badge in a car is. When we asked them to describe what they think the Blue Badge means, people managed to describe the basic principle. Some examples are: "there is someone with disabilities in the car" and "disabled person (visible or invisible) needs the badge so they are closer to their car destination".

We also tested whether people fully understand what the Blue Badge covers. We found that almost everyone (97%) knows that Blue Badge holders can park in designated disabled parking spaces. However, fewer respondents were aware that Blue Badge holders can park for free in some pay-and-display car parks (60%), and only 43% knew they can park on single or double yellow lines for up to three hours, except where there is a ban on loading or unloading. This shows that there is need for education on what a Blue Badge means.

Finding 6: Sounds when the ramp extends are viewed as the more impactful than generic audio messages about access needs

As such, we explored different audio messaging options to see whether they could be successful in reminding people to be mindful of disabled people's access needs.

Even though they were not seen as the most impactful, we still asked respondents to make suggestions about what the audio messages could say at various locations. There are several themes that emerged from the suggestions:

- Many responses emphasize the importance of being kind, considerate, and aware of others' needs. Example suggestions included: ""Please be considerate of your fellow passengers" and "Be mindful of passengers who may require seating."
- The idea that helping others is a shared social responsibility is a recurring message. Example suggestions included: "We are all responsible for each other" and "Please be courteous to all fellow passengers."
- Many responses use direct, polite commands to prompt action. Example suggestions included: ""Please offer your seat to those

that need it" and "Please allow space for passengers who may require additional assistance."

- Many responses highlight that not all disabilities are visible and call for greater awareness and sensitivity. Example suggestions included: "Not every disability is visible" and "Please be aware that some passengers' disability may not be obvious."

Finding 7: Divisive views on non-disabled people wearing an 'ask me for my seat' badge

We asked non-disabled people why they think people do not give up priority seats for a person with visible access needs. The top answer was "they did not notice the person needed a seat", with 55% of respondents choosing this. This is a typical example of when a disabled person needs to ask for the seat to be given up. This puts the burden back onto the disabled person to have to ask people to give up their seats, which can cause anxiety as they do not know how the person in the seat will react. An option to give disabled people more confidence in a positive experience is for the non-disabled person to wear a badge that indicated they are happy to give up the seat if asked.

We asked non-disabled people whether they would be willing to wear a badge indicating they are happy to give up their seat for someone who needed it. Only 29% of people said yes, 26% said maybe and 38% said no.

Finding 8: There is no singular place for disabled people to report bad, or good, attitudes and behaviours

While not specifically related to the attitudes of non-disabled people, one finding showed that disabled people sometimes were unsure of who to

report bad behaviour or poor service to. This finding highlights how difficult it can be for people to have a voice.

4 What conclusions did we come to?

Our key conclusions are:

Conclusion 1: Education is a very important tool that should be higher priority.

Disabled people told us that education and awareness raising through humanising disabled people is a key aspect of improving public attitudes. They stressed the importance of having young people be aware of disability as a way of combating prejudice and ableism. It may also help them from asking awkward questions or feeling embarrassed to learn. Educating young people can also enable them to pass on the learnings to older people (such as parents).

Conclusion 2: Improving luggage storage options could help to decrease conflict around space on public transport.

Non-disabled people told us that they think more luggage space by your seat could make the most impact. This was rated highest out off all the interventions we tested, not just among those interventions focusing on luggage space. 36% of respondents stated that this would be extremely impactful (5 out of 5 rating) and 47% saying (4 out of 5 rating) it would be very impactful. More luggage racks in individual carriages was also rated very high among all the interventions, showing that non-disabled people think that there are different solutions to the luggage problem that could have high impact.

Conclusion 3: Public awareness campaigns should focus on videos on social media and on public transport.

When testing different types of public awareness campaigns, non-disabled people told us that videos will likely have more impact than static images. They think videos on social media will likely make the biggest impact, especially among younger people. Video screens located on public transport came second, with people highlighting that seeing these in the context of the problem can be helpful.

Conclusion 4: Give fines to enforce Blue Badge parking restrictions

Non-disabled people told us that they think issuing fines is the most impactful intervention to ensure that disabled bays are respected. Fines were viewed as more impactful than messaging.

Conclusion 5: Create better understanding and singular design behind badges and lanyards.

Disabled people pointed out, that a singularly designed lanyard and badge would avoid confusion and create clearer understanding among non-disabled people. It would also allow more weight to be behind the singular design, as disabled people worry that people might perceive the sunflower lanyard users as faking an impairment due to the perception that people were using them to avoid mask-wearing during the pandemic.

Conclusion 6: Create bold emotive signage on seats or on the floor, and audio messages to help remind people about space on public transport

Non-disabled people said that signs reminding about priority seating should be placed directly on seats or on the floor. Disabled people added that this signage should be bold and emotive and easy to see. Since 42% of non-disabled people think that people do not give up priority seats for disabled people because they do not know they are sitting in priority seats, having these images bright, bold and hard to miss is important.

Conclusion 7: Try combining interventions for most impact

The most effective behaviour change interventions have information campaigns as well as “carrots” for good behaviour and “sticks” for bad behaviour. What this means, is that there will likely be bigger success if different types of interventions are delivered at the same time.

5 What should happen next?

This study helped understand potential approaches to changing bad behaviours from non-disabled people. We have suggested some interventions that are more supported by disabled people and will likely have larger impacts on non-disabled people’s behaviours.

We have made recommendations for people in the transport sector:

- Bus and rail manufacturers should explore how to increase luggage space.
- Private parking companies and local authorities should enforce Blue Badge violations with fines.

- Prioritise robust Monitoring and Evaluation of the impact of interventions.

We have made recommendations for people in the public sector:

- Consider inclusive education in schools as part of the national curriculum and involve disabled people in planning.
- Support public messaging campaigns.
- Use the shift towards devolution and bus reform as opportunities for change.
- Support areas trialling interventions.
- Create an ombudsman and legal protections for making complaints.
- Consider guidance on penalties and repercussions for not helping disabled people.

We have made recommendations for people conducting research:

- Study more interventions and other settings.
- Actively include disabled people in research from the beginning.
- Ensure fair and ethical research practices.
- Ensure research outputs are shared with decision makers and industry.
- Ensure research outputs are accessible to disabled people.

6 How will ncat use these findings to achieve change for disabled people's transport?

We have made recommendations for ncat and its future activities:

- **Raise awareness.** We will share the findings of this study on the ncat website and will present the outputs and conferences and industry events. We will also engage with the public sector and transport industry to make recommendations for interventions to take forward.
- **Share the data from this study.** We will share the data from this research with researchers and students who would like to do further analysis on the collected data.
- **Provide funding.** The data from this research and the Community for Accessible Transport panel will be used to inform ncat's grant funding programme (details on the ncat website). ncat's grant funding programme is open to applications that improve transport accessibility.

7 About ncat

The National Centre for Accessible Transport (ncat) works as an Evidence Centre developing high quality evidence, best practice, and innovative solutions to inform future disability and transport strategy, policy, and practice by:

- Engaging with disabled people to better understand their experiences and co-design solutions
- Amplifying the voices of disabled people in all decision making
- Collaborating widely with all transport stakeholders
- Demonstrating good practice and impact to influence policy

ncat is delivered by a consortium of organisations that includes Coventry University, Policy Connect, The Research Institute for Disabled

Consumers (RiDC), Designability, Connected Places Catapult, and WSP. It is funded for seven years by the Motability Foundation.

For more information about ncat and its work please visit www.ncat.uk

To contact ncat, either about this report or any other query, please email info@ncat.uk



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9 Appendices

Appendix A: Interventions workshops with project staff

This appendix presents WSP and RiDC two workshops summary which took place as part of Task 3. Table 1 provides a summary of the:

- Pain points felt by disabled people
- The barriers to correct behaviour by non-disabled people
- The expected correct behaviour

Table 1. WSP and RiDC workshops summary

Setting	What are the pain points felt by disabled people?	What are the barriers to correct behaviour by non-disabled people?	What is the correct behaviour?
Seating on public transport	People who have a non-visible disability and/or look young are not taken seriously	<ul style="list-style-type: none"> • Not knowing if someone is disabled • People are too worried to ask 	Respectfully ask if assistance is needed and be aware that disabilities are not always visible
Seating on public transport	Passengers expecting disabled people to climb over them to get out or to stand up immediately after pressing the bell, rather than waiting until the bus has stopped.	People put themselves first	Allow disabled passengers to exit first and wait until the bus has stopped before expecting them to stand

Setting	What are the pain points felt by disabled people?	What are the barriers to correct behaviour by non-disabled people?	What is the correct behaviour?
Seating on public transport	Passengers sitting too close, standing over you, or engaging in disruptive behaviours like eating smelly food or playing music loudly.	People put themselves first	Maintain personal space and avoid disruptive behaviours to ensure a comfortable environment for everyone
Seating on public transport	Disabled person giving up a seat to another disabled person	Lack of space on public transport	Be willing to offer your non-priority seat if needed
Seating on public transport	The problem of priority; who has greater priority?	People do not know who has priority	Be willing to offer your non-priority seat if needed
Seating on public transport	A disabled person might not be able to reach the seat	People are too worried to ask	Respectfully ask if assistance is needed and/or offer your non-priority seat if it is more convenient for the disabled person
Wheelchair spaces on public transport	People do not want to inconvenience others or are afraid to ask for what they need	Lack of understanding of what is expected	Be proactive and ask the person if they may need space
Wheelchair spaces on public transport	Pushchair users refuse to give up a space and/or are aggressive towards wheelchair users	Too difficult to move/fold up a pushchair	<ul style="list-style-type: none"> • Domino effect: Pushchair users to make space for wheelchair users when other passengers also make a shift to accommodate the pushchair user needs (give a seat) • Drivers to intervene when there is a conflict

Setting	What are the pain points felt by disabled people?	What are the barriers to correct behaviour by non-disabled people?	What is the correct behaviour?
			over a wheelchair space
Wheelchair spaces on public transport	Conflicts with other passengers over a space	People feel entitled to 'their' space and might get stressed to move	Be ready to move away and act before you are told to do so
Wheelchair spaces on public transport	Bus drivers only allowing one wheelchair user on a bus, not stopping for them, or allowing them on	Buses are often crowded and there is only one wheelchair space per bus	Bus drivers to stop and let wheelchair users on the bus if there's space and to be mindful of giving everyone time to get ready before going
Wheelchair spaces on public transport	Overcrowded trains and people sitting on folding seats on the train that are designed for wheelchair users.	People do not understand / are not empathetic towards disabled people	Be aware that wheelchair users have priority in using the designated wheelchair space
Wheelchair spaces on public transport	Wheelchair users having to ask people in wheelchair spaces to give them up	People staring at wheelchair user which makes the person feel bad	Passengers, including pushchair users and people with luggage to act before they are asked to
Wheelchair spaces on public transport	Young wheelchair users might be shy to ask for what they need	Public unaware of what children's wheelchairs look like	Recognise a children's wheelchair and move if required to make space
Street Space	People staring	People lack knowledge on different types of disabilities	Be aware that disabilities are not always visible

Setting	What are the pain points felt by disabled people?	What are the barriers to correct behaviour by non-disabled people?	What is the correct behaviour?
Street Space	Stigma and stereotypes	People lack disability awareness and as a result they do not know how to help/interact	Offer help to people by asking and do not touch a person without their consent (be ready to hear no)
Street Space	People do not try to interact	<ul style="list-style-type: none"> • People are focused only on themselves • It is difficult to recognise non-visible disabilities, often realising it only when it's too late to offer assistance. 	Be aware and mindful of your surroundings
Street Space	External factors, including too loud and crowded spaces	Changes in what is thought to be acceptable – not looking up from their phones, not using headphones	Pay attention to your surroundings and try to minimise noise e.g. don't shout and listen to the music on your headphones
Street Space	External factors, including too loud and crowded spaces	Misconceptions	Give wide space to someone with a cane (or other impairment) and be able to recognise different types of canes / impairments
Street Space	Lack of space	Environmental barriers that push people into conflict, having to compete for space	Do not block/clutter pavements

Setting	What are the pain points felt by disabled people?	What are the barriers to correct behaviour by non-disabled people?	What is the correct behaviour?
Street Space	People try to touch guide/support animals without consent	Misconceptions about support animals	Do not interact and make space for guide/support animals
Street Space	People who are constantly in a hurry, are not aware of their surroundings and do not notice people with disabilities, including the blind and visually impaired.	People do not consider space outside of their own zone	Give wide space to someone with a cane or impairment and be able to recognise different types of canes / impairments
Disabled parking	Non-disabled individuals parking in designated disabled spots.	<ul style="list-style-type: none"> No other parking spaces available Belief that stopping for a short time is acceptable. 	Only park in disabled spots if you have the appropriate permit
Disabled parking	Experiencing abuse when addressing unauthorised parking	Not recognising the importance of disabled parking spaces.	Understand and respect the needs of disabled individuals, avoiding confrontations
Disabled parking	Conflict between parents and disabled people over disabled parking space	Using disabled spots due to lack of other parking spaces and alternatives to disabled spaces e.g. parent parking	Understand and respect the needs of disabled individuals, avoiding confrontations

Appendix B: Long list of interventions

This appendix outlines a long list of interventions that could be developed to remove attitudinal barriers to transport. These were

developed during the second WSP and RiDC workshop and were also derived from the literature review (Task 1). The interventions are grouped depending on the setting while the first grouping includes interventions that apply to all settings.

Interventions applicable to all settings:

Public awareness campaigns:

- Information about social model of disability - education campaign
- New campaign about sunflower (or other) lanyard that encourages correct use and knowledge about the scheme
- Awareness campaigns by high profile individuals/ influencers.

Reporting and escalation

- Create clear escalation routes to report to.

Seating on Public Transport:

Public awareness campaigns:

- Public awareness campaigns on vehicles and at stations (i.e. like the harassment campaign throughout London tubes)

Education and community engagement

- Education in schools and community groups - make it cool to do the right thing

Improved signage and messaging:

- More 'emotive' signage on public transport other than just 'priority seating'
- Bolder coloured seats for the priority seating

- Signs to give up a seat on the floor so people looking at phones can think about it
- Notices on the back of every seat
- Bigger clearer signs indicating priority seats and what they mean, in multiple languages
- Notices directly opposite the priority seats so people can see while sitting
- A sign/notice on a wall, which a disabled person can just point to, to make clear they need a seat
- An automated message from the driver encouraging moving when a disabled person gets on (recognition by lanyard?)

Inclusive seating initiatives

- A 'Do you want my seat?' or 'Ask for my seat' badge for non-disabled people to shift a burden on non-disabled people
- Make every seat a priority seat.

Wheelchair spaces on public transport

Improved signage and visual aids

- Shading on the ground where the wheelchair goes, and the path wheelchair users need to get on
- Cross hatching on the floor
- Diagrammatic image of where the wheelchair will go
- "Prepare to fold your pushchair" sign.

Space allocation and design

- Create space for families and buggies separate from wheelchair space
- Have more/multiple wheelchair spaces

- Separate areas for luggage etc
- Luggage lockers on trains
- Bike locks for bags to bars.

Street Space

Public awareness campaigns:

- National awareness campaigns
- Campaign to share the space better
- Street posters on billboards.

Improved signage and visual aids

- Having some kind of signage at pedestrian lights where you click the button
- Posters on the floor on pavements, asking people to look up at their surroundings
- Signs telling drivers not to stop in the middle of pedestrian crossings.

Language and terminology:

- “Pedestrian” signs reworded to be “people”
- Change the word pedestrian to ‘walking and wheeling’.

Reporting and regulation:

- Reporting / Ombudsman - watchdog type body where it is possible to report areas that are particularly bad
- Legislation on mobility scooters.

Behavioural encouragement

- Encourage people walking on the left

- Normalise stopping and then waiting for a disabled person to indicate where they want to go.

Disabled Parking

Identification and symbols

- Change the blue badge scheme to something more relevant
- Change wheelchair to disability flag? Or multi-sensory symbols.

Enforcement and education

- Clash with parent parking
- Implement a Local Resolution Order (LRO) and offer an awareness course for first-time offenders committing minor offences related to Blue Badge misuse
- More inspections, higher fines, and putting the picture on the front of the badge
- Utilise technology and involve cameras and scanners in enforcement.

Parking allocation:

- Segregate disabled parking so that wheelchair users have their own bays
- Reconsider disabled bay placement, for example, not to always be right in front of cash points.