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| **Disabled People’s Manifesto**  **Part 6** | |
| **Manifesto:** here, this means our document that sets out what we want the government to do, to push for Disabled People’s rights. | |
| inclusion-london-logo-turquoise-01-1 - Graeae | **This manifesto was written by Inclusion London** |
| **Inclusion London:** we are a user-led organisation based in London. We push for equality for London’s Deaf and Disabled people. | |
| A person changing from one document to another. | **This is Part 6 of this Manifesto. Please make sure you have read the other parts.** |
| **Four Step Plan** | |
| A hand pointing to a document with the numbers 1-4 written on it. | We have come up with a four step plan to push for change. |
| **Step 4 – Inclusion** | | |
| **Inclusive or inclusion:** in this document, this means disabled people being able to take part in society. They must be able to take part fully, in a meaningful way. | | |
| A group of Disabled people    A policy document with a thumbs up on it  Climate change  A tablet  A health document  A group of terraced houses  A London Underground tube  Emergency Exit sign | We want plans that deal with the needs of Disabled people from the start. We want plans for all areas of life, such as:   * Energy policy * Climate change, this means changes in weather across the world because of pollution. * Digital work and technology * Health * Housing * Transport * Street environment * Emergency planning | |
| A person sitting on their own looking at a group of people. | Right now, some **resources** are going to **segregated** settings and programmes. | |
| **Resources:** this means time, money, staff or anything else needed.  **Segregated:** this means settings or programmes where Disabled people are kept apart from the rest of society. | | |
| A person being included in a group. | We want these resources to be used for inclusive programmes and support instead. | |
| **What we are asking the government for:** | | |
| A person in a hospital bed talking with two doctors. There is a calender with lots of days crossed off. | **Education:**   * Work on plans with Disabled People’s Organisations to move Disabled children and adults out of all institutions. | |
| A school child getting support to read some documents. | * A right for every Disabled learner to get the right support. | |
| An inclusive school | This should be in a mainstream education setting.  This means schools where disabled people and non-disabled people learn together. | |
| A group of students standing in front of a school | * Put in £3 billion extra per year for support around education. | |
| A person with a hearing impairment communicating through sign language. | **Access:**   * Make sure the **British Sign Language Act** is properly put into place. | |
| **British Sign Language Act:** this is a law that says that sign language is an official language in the UK. | | |
| A certificate showing accessibility  **A blue and yellow train on tracks**    Infrastructure  A public group. | * Bring in new standards which meet the access needs of people with different impairments.   These access rules should be in place for:   * Transport * Built environment, this means spaces like buildings, roads and parks * Public realm, this means places that are owned by the public. | |
| An accessible building An accessible train  A person getting support to access information. | * Bring in plans to invest in infrastructure. Bring in rules to make sure Disabled people can access: * Environment * Transport * Information and communication | |
| A person with a checklist looking at a balancing scale | **Work:**   * Bring in **monitoring** at work. This should be **mandatory.** | |
| **Monitoring:** this means keeping an eye on what is going well and what needs to be done better.  **Mandatory:** this means when something has to be done. There is no choice whether to do it or not. | | |
| Two people looking at information on a table. There is a thought bubble with a light bulb inside it | This monitoring should look at things like **pay gaps** and making progress at work. | |
| **Pay gap:** this means when one group of people gets paid less than another group for doing the same job. | | |
| A woman | It should especially monitor these things for Disabled women and Disabled people of colour. | |
| What Is Every 2 Weeks  A group of people being measured by a measuring tape | * Bring in a two week timeframe for making adjustments. This should be mandatory.   The individual should not be responsible for sorting out their adjustments. | |
| Two people on an unequal scale | * Make a promise to close the **disability employment gap.** | |
| **Disability employment gap:** this means the difference between the number of Disabled people who are not working, compared to the number of non-Disabled people. | | |
| A person thinking about working | * Bring in a right to support around employment for Disabled people.   This support should respond to the needs of people with Disabilities. This support must help Disabled people get good jobs. | |
| A person working on a laptop at their desk. | * Make sure people can get support from **Access to Work.** The service must be quick and run at a good standard. | |
| **Access to Work:** this is a grant to support Disabled people to find work or to stay in work. | | |