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| **Disabled People’s Manifesto**  **Part 4** | |
| **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 is 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 manifesto with a group of Disabled people on the front.    A person changing from one document to another | **This is Part 4 of 6 of this Manifesto.**  **Please make sure you go to the other parts of the Manifesto.** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | **Four Step Plan – Step 3** | | | A hand pointing to a document with the numbers 1-4 written on it. | **Rights** | | | | **A spiral notebook with a group of Disabled people on the front. The words UN Convention are written on the front.** | We want to fully enjoy all our rights. These are promised in the **UN Convention on the Rights of Persons with Disabilities**. | | **UN Convention on the Rights of Persons with Disabilities:** this is an international agreement that the government signed up to, to bring about the full rights of persons with disabilities. | | | A hand being held up to a woman. | We face discrimination in all areas of life. This must stop. | |  | We want support around money and the law. This is to make sure we can enjoy our rights. | | A piece of paper with the word Rights written on it | All public bodies have a responsibility by law to push for our rights and make sure they become a reality. | | A person showing another person a list of rules. | We want people to be held responsible when they break rules around our rights. | | The houses of parliament | **This is what we are asking the government for:** | |  | * Bring in laws to make the UN Convention part of UK law. | | A close-up of hands holding a book that has the words Equality Act on it. There is a scale of justice on the front. | * Bring in all parts of the **Equality Act.** This means the **socio-economic duty** too. |  |  |  |  | | --- | --- | --- | | **Equality Act:** this is part of the law that aims to stop people facing discrimination at work and in society.  **Socio-economic Duty:** This means a responsibility to think about how decisions by the government affect people who face the most barriers in society**.**  **Duty:** this means a responsibility by law. | | | | A close-up of hands holding a book that has the words Equality Act on it. There is a scale of justice on the front.  An image showing different types of accessible formats. Such as braille, sign language and support to read. | The Equality act talks about making sure that communication is accessible.  Disability access and language access should be a part of this. | | | A pair of hands holding a piece of paper that says Equality Duty on it. | * Make the **Public Sector Equality Duty** better. | | | **The Public Sector Equality Duty:** this means public authorities must think about discrimination, needs and barriers. They must do this when making decisions about services and policies. | | | | **A group of people thinking in a meeting. There is a lightbulb in the thought bubble.** | Make sure these duties and the socio-economic duties are part of decision making for all public groups. | | | A man and a police officer thinking about hate. | * Make sure victims of **Disability Hate Crime** are treated in the same way as victims of other serious crimes. | | | **Disability Hate Crime:** this means when somebody commits a crime against a Disabled person because of their impairment. | | | | A woman holding her hand over a man's mouth so that he can't talk.    A couple arguing. | * Bring in laws to look after Disabled people who are abused by workers and professionals.   They should have the same protection and support as victims of **domestic abuse.** | | | **Domestic abuse:** this means when violence happens between people in a relationship. It can be any type of bullying, controlling or violent behaviour. | | | | A man at his desk. He is working on a laptop with a sack of money behind him. | Make sure that workers have proper pay and conditions to have respectful relationships. | | | A Disabled person with a blue arrow going around her. She is holding money. | * Bring in support to pay for costs around the law, when it comes to discrimination cases.     This support should be for everyone. It should not be **means-tested.** | | | **Means-tested:** this means when the amount of money you get for benefits or support is based on your income. | | | | **A person holding a baby** | | * End discrimination against Disabled parents. This is especially for mothers. | | A family being given money.  Two parents thinking about court. | | **This discrimination could be stopped by:**   * Giving social care to parents. * Giving money to support parents. * Giving other support to parents. * Making **family court** open to the public. Making it fully accessible. | | **Family court:** this means the court that deals with issues around the law between family members. | | | | A sack of money. | * Making sure that Disabled parents have a good **income.** | | | **Income:** this means all the money coming into your account. | | | |  | * Set up an **inquiry** to look at deaths that are related to benefits. | | | **Inquiry:** this means setting up an investigation to find out information about something. | | | | A person lying in a hospital bed next to two doctors. There is a calender where many days have been crossed off. | * Bring in laws to get rid of **forced detention** and treatment. This is for people with mental health needs. | | | **Forced detention:** this means when a person is forced to stay in a hospital for assessment or treatment. | | | | A person changing from one document to another. | | This is the end of Part 4 of this document. Please go to Part 5 now.  In Part 5, you can read about Independence. | | |