

1.0	Introduction	1
2.0	Using this guidance	2
3.0	Definitions	
3.1	Refuge area	3
3.2	Evacuation Chair (evac-chair)	3
4.0	Personal Emergency evacuation plan (PEEP)	3
4.1	Consultation with individual / parents / support assistant/staff	3
4.2	Identification of evacuation routes	4
4.3	Refuge area	4
5.0	Training	4
6.0	Practicing the evacuation drill	5
7.0	Inspecting / testing equipment	5
Appendix 1	Policy	6
Appendix 2	Questionnaire	7
Appendix 3	Curriculum Timetable	9
Appendix 4	Evacuation Routes	10
Appendix 5	Training record	11
Appendix 6	Refuge area diagram	12
Appendix 7	Example of suitable PEEP	13
Appendix 8	Example guidance for student	17
Appendix 9	Locations of Refuge Points	18

## **1.0 Introduction**

- 1.1 The purpose of this guidance is to enable Highcliffe School to implement policy and procedures in order to discharge part of its duties towards disabled students/young people or staff under the Regulatory Reform Order 2005; the Education Act 1996 and the Disability Discrimination Act 1995.
- 1.2 By considering the guidance in this document an individual personal evacuation plan should be able to be developed which will ensure that those with a mobility issue, whether permanent or temporary, are not put at any disadvantage or treated less favourably in the event of an emergency situation.
- 1.3 This plan will:
  - a) identify any specific needs of the individual;
  - b) identify staff responsibilities;
  - c) identify staff training requirements;
  - d) identify specific evacuation routes where appropriate;
  - e) identify refuge areas and specific evacuation procedures.
- 1.4 The 'PEEP' should be reviewed at least annually to ensure that the most up to date information is available. Further reviews will be undertaken where there is a change in the person's health, a change in procedures or an alteration of the premises.

## **2.0 Using This Guidance**

- 2.1 [Appendix 1](#) A template that can be used to aid in the development of the policy for the school.
- 2.2 In order for a PEEP (Personal Emergency Evacuation Plan) to be developed for an individual the school must consult with all persons involved (this includes both students and staff with any particular needs), including parents/representatives where necessary. The same principle can be applied to buildings where there are multiple-users in public access buildings. The questionnaire in [Appendix 2](#) can be used to facilitate this.
- 2.3 [Appendix 3](#) has a template to indicate the whereabouts of the person at any given time of the day. The example given is based around the curriculum in a school. From this it can be decided the best methods and routes to be used to evacuate the person in an emergency situation. The routes etc. should be considered in conjunction with the 'Fire Risk Assessment' and the emergency evacuation plan. Once the routes have been identified they must be travelled in the first instance to ensure that they are appropriate to an emergency evacuation situation.
- 2.4 [Appendix 4](#) can be used to record those routes.

- 2.5 [Appendix 5](#) can be used to record any specific training required by staff or support staff to ensure the safe evacuation.
- 2.6 [Appendix 6](#) can be used to correctly identify suitable refuge areas
- 2.7 [Appendix 7](#) provides an example of a PEEP developed.  
There should be a copy of this PEEP kept in appropriate locations, such as with the emergency plans and with appropriate staff. The individual concerned should hold a copy of this PEEP along with any items identified in the questionnaire that may be required in the event of an evacuation from the building. PEEPs for under 18 year olds must be signed by the parent/guardian.

### **3.0 Definitions**

#### **3.1 Refuge area see diagram in [Appendix 6](#)**

- 3.1.1 An area identified as a 'safe refuge' must be located within an identified fire - protected area and must be clearly signed. If you are unsure whether the area is fire-protected then you must presume that it is not and other advice must be sought from the Fire Protection Advisor within the Health and Safety Education Team (via Dorset County Council) or the Local Fire Service. Utilising identified Refuge areas also enables the Evacuation Team to locate students/others requiring assistance quickly.
- 3.1.2 The Refuge area is **only** to be used as a meeting point / contact point until sufficient help from trained staff arrives to ensure the person's safe evacuation. This is **not** the responsibility of the Fire service. Under **no** circumstances is the person to be left unattended in this area.

#### **3.2 Evacuation chair (evac-chair)**

- 3.2.1 This is a device used to facilitate the evacuation of personnel with mobility problems or wheelchair users, down a flight of stairs. It is usually located near the refuge point or by a stairwell. If an evac-chair is deemed appropriate and necessary, an adequate number of staff must be trained in its use – this can be delivered via a DVD. This device should only be used where the consultation process, indicated below, has identified that it is safe to do so.

### **4.0 Personal Emergency Evacuation Plan (PEEP)**

#### **4.1 Consultation with the Individual / Parents / Support Assistant/Staff**

- 4.1.1 Prior to the staff member / young person, starting at the school a consultation will be initiated with them and other staff involved in their care and safe evacuation. The purpose of this consultation is to ensure that information is gathered, relevant procedures are drawn up and training requirements are met. It will also identify where any special equipment may be required.  
(see [Appendix 2](#))
- 4.1.2 This process should be repeated as circumstances change or annually whichever is the soonest.

## **4.2 Identification Of Evacuation Routes.**

- 4.2.1 The first priority is to examine the timetable and for each location identify the appropriate exit routes or refuge points.
- 4.2.2 Evacuation routes on the ground floor are generally straight forward, following a route to the nearest safe emergency exit.  
Horizontal evacuation (through fire resisting doors) should be considered as well as vertical evacuation.  
If assistance is required to facilitate a safe evacuation from other floors then the route should lead to a meeting point e.g. one of the refuge areas, where staff trained in the appropriate evacuation procedures will also meet. (see [Appendix 3](#) & [Appendix 4](#))

## **5.0 Training**

- 5.1 Staff involved in the person's safe evacuation will be trained in their specific emergency procedures and in the use of the evac-chair (where appropriate). The staff member / student will also have appropriate training to ensure that they are kept up to date with the procedures.
- 5.2 Staff will be informed of any specific responsibilities (according to the timetable and the emergency evacuation routes identified above) in an emergency evacuation. This must include a sufficient number of staff to cover in the event of some personnel being absent.
- 5.3 Staff will also be given relevant information on issues pertinent to the individual's safe evacuation.
- 5.4 Records of personnel training, and refresher training will be logged on a separate sheet at the back of this PEEP. (see [Appendix 5](#))

## **6.0 Practicing The Evacuation Drill.**

This will be in four phases.

1. The individual responsibilities, methods, evacuation routes and assembly points must be identified. All involved, including staff member / student, will travel the routes and go through the procedures.
2. The next stage in the drill practice, will involve a physical evacuation of staff member / student, and where appropriate, using equipment provided (e.g. evac-chair).
3. The final stage will involve an evacuation during a full school emergency evacuation drill.

4. After each practice event there will be a debrief meeting and review to identify any problems encountered and improvements to be made, these issues will all be recorded.

## **7.0 Inspecting / Testing of equipment**

- 7.1 Evac-chairs or other essential safety equipment will be visually checked on a termly basis with a more thorough check annually (the equipment should be subject to visual inspection before a practice drill is carried out.)

## **Appendix 1**

## **Policy**

*Highcliffe School positively promotes inclusion and will take all reasonable steps to ensure that children/young people or staff who might be classed as disabled or SEN are not discriminated against or treated less favourably than others.(Equality Act and Disability Discrimination Act)*

*The school will work in partnership with the disabled person, their representatives (where necessary), and other interested parties to ensure that policy and procedures are created in the best interest of the individual. The school will endeavour to make reasonable adjustments in equipment or learning support in order to maximise educational opportunities it will also identify any additional arrangements which need to be in place for activities which take place away from the premises.*

*Progress and compliance with this policy will be monitored and reviewed by the governing body/leadership team in conjunction with the Health and Safety Officer (Site Manager) and the Community Links and Finance and Facilities Sub-Committees.*

*To ensure the safety of all persons in an emergency situation the school will create Personal Emergency Evacuation Plans (PEEPs) where a need has been identified.*

*The school will update its risk assessments and PEEPs either on an annual basis, where the health & safety needs of the individual change, after an incident or where there are changes within the establishment that may affect the individual. Where changes need to be made they will be discussed with all affected parties.*

*The roles and responsibilities of staff and the governing body/senior leadership team, with regard to supporting those needs, will be identified from those discussions and will also be based on the results of risk assessments. These will all be recorded and reviewed either annually or where there is a change in circumstance.*

*In order to support an individual with complex health needs appropriate members of the governing body and staff will receive training and training updates.*

*The schools leadership team will ensure that this policy is aligned with all other relevant policies and procedures.*

Signed

Date

## Appendix 2

### PEEPS Questionnaire

(To be completed using input from the person with the disability or their representatives or carers where necessary)

YES	NO
-----	----

1. Are you aware of the emergency evacuation procedures for the school/establishment?
2. Do you require written emergency evacuation procedures?


3. Do you require emergency evacuation procedures to be accompanied by:

a. BSL	
c. Braille	
e. On tape	
g. Large Print	
i. Other	

YES	NO
-----	----

4. Are the signs indicating the Emergency Routes or the Emergency Exits clear enough?
5. Are the methods of fire or emergency evacuation warning you require available?
6. Could you raise the alarm if you discovered a fire?
7. Do you need assistance to evacuate the building in an emergency?
8. If yes are the arrangements with your assistant(s) formal?


Yes	No

9. Are you always in easy contact with those designated to help you?

10. Are you able to move quickly in the event of an emergency?

11. Are you able to negotiate the stairs?

12. Are you a wheelchair user?

13. Are there special circumstances to be taken into consideration during an emergency evacuation e.g.:

- i. Are you able to use an evac chair?
- ii. Is there anything that you must have with you?
- iii. Have you identified other requirements?


**Comments**

Signature

Date

(Person completing this form)

## Appendix 3

### PERSONAL EMERGENCY EVACUATION PLAN

#### Curriculum Time Table

Week A	Mon	Tue	Wed	Thu	Fri
Before					
Reg	<a href="#">10Tu/1</a> <a href="#">GL1</a> <a href="#">Mr N</a> <a href="#">Jobbins</a>	<a href="#">10Tu/1</a> <a href="#">GL1</a> <a href="#">Mr N</a> <a href="#">Jobbins</a>	<a href="#">10Tu/1</a> <a href="#">GL1</a> <a href="#">Mr N</a> <a href="#">Jobbins</a>	<a href="#">10Tu/1</a> <a href="#">GL1</a> <a href="#">Mr N</a> <a href="#">Jobbins</a>	<a href="#">10Tu/1</a> <a href="#">GL1</a> <a href="#">Mr N</a> <a href="#">Jobbins</a>
P1	<a href="#">10Sp2/A</a> <a href="#">ML1</a> <a href="#">Mrs C</a> <a href="#">Shephard</a>	<a href="#">10Id2/C</a> <a href="#">IT3</a> <a href="#">Miss J</a> <a href="#">Burden</a>	<a href="#">10En2/x</a> <a href="#">EN6</a> <a href="#">Mrs A</a> <a href="#">Sibbick</a>	<a href="#">10Ma2/x</a> <a href="#">MA2</a> <a href="#">Miss C</a> <a href="#">Morgan</a>	<a href="#">10Ge2/D</a> <a href="#">HU2</a> <a href="#">Miss F</a> <a href="#">Stewart</a>
P2	<a href="#">10Ma2/x</a> <a href="#">MA2</a> <a href="#">Miss C</a> <a href="#">Morgan</a>	<a href="#">10Id2/C</a> <a href="#">IT3</a> <a href="#">Miss J</a> <a href="#">Burden</a>	<a href="#">10Sc3/x</a> <a href="#">SC1</a> <a href="#">Miss K</a> <a href="#">Berkeley</a>	<a href="#">10Cn4/x</a> <a href="#">HU4</a> <a href="#">Ms J Rose</a>	<a href="#">10It2/x</a> <a href="#">IT4</a> <a href="#">Mr M</a> <a href="#">Mortell</a>
P3	<a href="#">10Sc3/x</a> <a href="#">SC6</a> <a href="#">Mr D</a> <a href="#">Prodomo</a>	<a href="#">10Sc3/x</a> <a href="#">SC6</a> <a href="#">Mr D</a> <a href="#">Prodomo</a>	<a href="#">10Rp4a/x</a> <a href="#">GL3</a> <a href="#">Mr A Turner</a>	<a href="#">10Ad2/B</a> <a href="#">AT15</a> <a href="#">Miss Z</a> <a href="#">Little</a>	<a href="#">10En2/x</a> <a href="#">EN6</a> <a href="#">Mrs A</a> <a href="#">Sibbick</a>
P4	<a href="#">10Sc3/x</a> <a href="#">SC1</a> <a href="#">Miss K</a> <a href="#">Berkeley</a>	<a href="#">10Ma2/x</a> <a href="#">MA2</a> <a href="#">Miss C</a> <a href="#">Morgan</a>	<a href="#">10Sp2/A</a> <a href="#">ML1</a> <a href="#">Mrs C</a> <a href="#">Shephard</a>	<a href="#">10Ad2/B</a> <a href="#">AT15</a> <a href="#">Miss Z</a> <a href="#">Little</a>	<a href="#">10Pe3/x</a>  <a href="#">Mrs J</a> <a href="#">Bewley</a>
P5	<a href="#">10Rp4/x</a> <a href="#">AT16</a> <a href="#">Mr A Turner</a>	<a href="#">10Cn4/x</a> <a href="#">HU4</a> <a href="#">Ms J Rose</a>	<a href="#">10Ge2/D</a> <a href="#">AT16</a> <a href="#">Mrs V</a> <a href="#">Dedman</a>	<a href="#">10En2/x</a> <a href="#">EN6</a> <a href="#">Mrs A</a> <a href="#">Sibbick</a>	<a href="#">10Sc3/x</a> <a href="#">SC6</a> <a href="#">Mr D</a> <a href="#">Prodomo</a>
After					

**Appendix 4**

**Evacuation Routes from Identified rooms / floors**

**Do not use the lift**

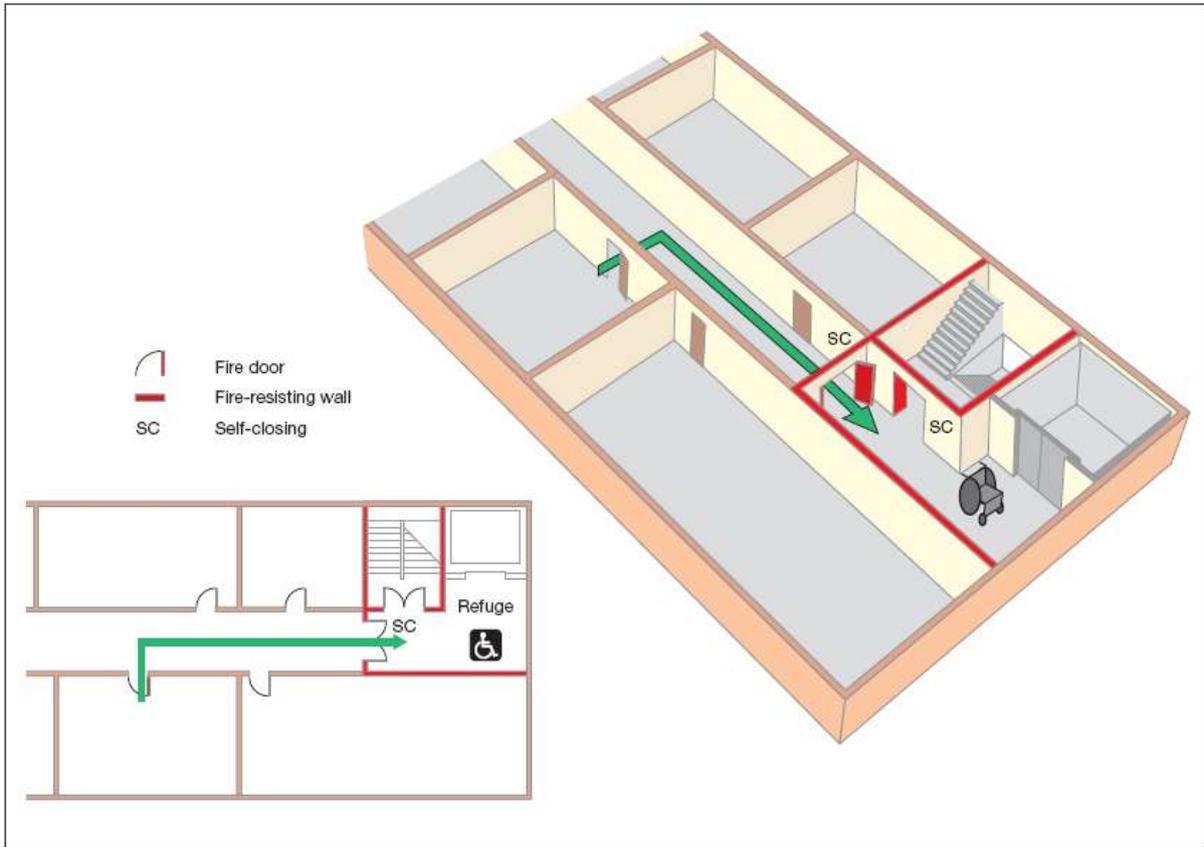
**(unless it is fire protected or it's use has been agreed by the Fire Service)**

Room / Floor	Refuge Point	Personnel Required	Emergency Exit Route / Assembly Point
			Date Checked Signed
			Date Checked Signed
			Date Checked Signed
			Date Checked Signed

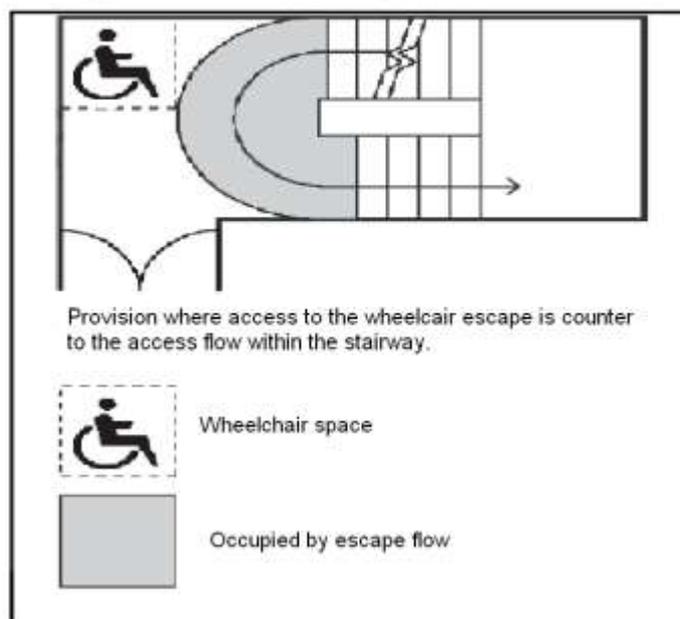


## Appendix 6

An example of a refuge



### Refuge formed within a protected staircase





# Highcliffe School

## PERSONAL EMERGENCY EVACUATION PLAN FOR

NAME.....

DATE.....

REVIEW DATE.....

**Copies to:**

***Tutor, Young person and their representatives, H&S co-ordinator, evacuation team***

## Introduction

The purpose of this PEEP is to enable the school to implement policy and procedures in order to discharge part of its duty towards disabled students/young people or staff under the Regulatory Reform Order 2005; the Education Act 1996 and the Disability Discrimination Act 1995.

This plan will ensure that personnel with a mobility issue, whether permanent or temporary, are not put at any disadvantage or treated less favourably in the event of an emergency situation.

This plan will:

identify any specific needs of the individual,  
identify staff responsibilities  
identify staff training requirements  
identify specific evacuation routes where appropriate,  
identify refuge areas and specific evacuation procedures.

This 'PEEP' will be reviewed at least annually to ensure that the most up to date information is available. Further reviews will be undertaken where there is a change in the person's health; a change in procedures or an alteration of the premises.

## Plan Objective

[Name of individual] is a permanent wheelchair user and special provision needs to be made for her evacuation from the first floor of **the Christchurch and Shepherd Buildings** in the event of an emergency. Her regular access is via the lift **at student support**. In the event of an emergency situation, typically a fire evacuation, circumstances may be such that [Name of individual] cannot use the disabled lift and alternative procedures need to be followed.

## Evacuation Procedure

In the event that [Name of individual] is upstairs and the fire alarm sounds, the following procedures should be carried out:

- As part of the routine classroom evacuation, [Name of individual]'s carer should take her to the **nearest refuge point**. In doing so, the carer should make an assessment of the safest route to take based on a visual check of the corridor on leaving the classroom. If there is no obvious danger/obstruction in either direction the nearest Refuge point should be used. Each refuge area is deemed to be fire safe for a minimum of 30 minutes should there be a fire.
- A member of the Evacuation team will check each refuge point to ensure staff and students have been evacuated and to establish whether the emergency relates directly to **location of the refuge point**.
- If the emergency **does not** relate directly to students location, the Evacuation Team will advise Carer and [Name of individual] that it is safe to use the disabled lift for evacuation.

- If the emergency **does** relate directly to **the students location**, the Evacuation Team member will advise the carer and **[Name of individual]** to remain in the refuge area and await further instructions. Evacuation Team member will remain with **[Name of individual]** and carer and liaise with **Site Manager** by mobile phone or radios.
- In the event of an identified emergency, it is expected that the emergency services will be on site within 10 minutes of the alarm being raised. On arrival they will be advised of the location of carer and **[Name of individual]** by **the Site Manager**. At this point, the emergency services will oversee the evacuation of **[Name of individual]** /carer.
- In the event that the Fire Warden team consider **[Name of individual]** and carer to be at considerable risk from the emergency unfolding in the building and the emergency services have not arrived, the Evacuation Team will evacuate **[Name of individual]** and advise carer to leave via the adjacent staircase.
- **[Name of individual]** will be physically carried down emergency exit staircase by members of the Fire Warden team using an appropriate procedure/evacuation chair. This will be reviewed as **[Name of individual]** grows.

### Plan Requirements

Action Required	Action taken
All staff and <b>[Name of individual]</b> to be advised of the procedure.	
New staff to be advised of procedures as part of induction training.	
Consultation with <b>[Name of individual]</b> and care staff at each review	
Refuge Areas to be confirmed as suitable “identified fire-protected areas”.	
Refuge Areas to be clearly marked and shown to <b>[Name of individual]</b> ’s care team and Fire Warden team.	
Care staff to carry mobile telephones at all times and have mobile numbers of school fire wardens.	
Fire warden team to be established.	
Fire warden team to be trained in “two-man lift” procedure for evacuation of <b>[Name of individual]</b> .	
Fire warden team to be aware of	

<p>[Name of individual] 's timetable at all times. Site Team will congregate at alarm indicator point to locate where the alarm has been triggered and to ascertain if [Name of individual] is in an upstairs location.</p>	
<p>Personal Emergency Evacuation Plan to be practiced.</p>	

## Student Evacuation Guidance

Please make yourself aware of the Refuge Points/areas around school.

1. On hearing the alarm bell, please keep calm and head towards your closest Refuge Point.
2. At no point should you be left on your own so make sure a member of staff stays with you.
3. On reaching the Refuge point, wait for the designated member of staff to come to you.
4. The designed member of staff will establish if the alarm is a real emergency or a false alarm.
5. If the alarm is real the directions below will be followed:
  - Position yourself away from the top of the staircase in the designated area.
  - The staff assisting will insure that the evac-chair (if required) is removed from the wall and put up correctly.
  - Only is necessary with the evac-chair be used to remove you from the building.
  - Make sure that all straps and relevant supports are fastened before attempting to evacuate via the stairs.
  - Two members of the evacuation team will be present when the evacuation takes place. One towards the front and one towards the back.
  - When downstairs please proceed to your year group evacuation point or if not possible a safe location away from the building.

