



**Eccleston C.E. Primary School**  
*Let Our Light Shine*

**Fire Escape For Disabled Persons Policy**

Buildings, Health & Safety and Finance Committee

Reviewed: Summer 2019

Approved by Buildings, Health & Safety and Finance  
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Signed by Chair of Governors:

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## ECCLESTON C.E. PRIMARY SCHOOL

### Fire Escape Policy for Disabled Persons

#### 1. INTRODUCTION

The introduction of The Regulatory Reform (Fire Safety) Order 2005 requires that employers or organisations providing services to the public, take responsibility for all people, including disabled people evacuating buildings safely. When an employer, or a service provider, does not make provisions for the safe evacuation of disabled people from its premises, this may be viewed as discrimination. It is a general requirement that emergency procedures are pre planned and that planning should have regard to the needs of all occupants. It is, therefore, essential to identify the needs of disabled people and, where necessary, to make proper arrangements for their assistance in the event of an emergency evacuation.

This guidance note will not determine which procedure should be adopted in many particular circumstances. The procedure will vary as to the needs of the disabled person, their relationship to the building they occupy and its structural characteristics. It should also be noted that the term "disabled persons" may refer to a member of staff or a child who has a temporary disability.

#### 2. PLANNING AN EVACUATION PROCEDURE

The following issues need to be considered when planning an evacuation procedure for disabled people:

- Identify the number of disabled staff and students and where they will be in the building
- Implement Personal Emergency Evacuation Plans (see 3)
- Consult with relevant staff and students
- The evacuation plan should not rely upon the intervention of the Fire and Rescue Services to make it work.
- Consider the characteristics of the building
- Assess the evacuation equipment disabled people will need
- Train your staff to deal with emergency evacuations
- Determine what needs to happen when the alarm goes off
- Identify what needs to be done when it is not possible to evacuate

disabled people

· Use enclosed ladder diagram to help construct a PEEP (see appendices)

### 3. PERSONAL EMERGENCY EVACUATION PLAN (PEEP)

The purpose of a PEEP is firstly to secure the safety of the named individual in the event of a building evacuation. The PEEP will also record the safety plan e.g. routes, corridors, stairs or refuges etc, identify those persons who will assist carrying out the evacuation and training or practice needs.

Where identified within the PEEP that assistance is required to carry out the evacuation, schools must be assured that the people identified within the plan are in place.

Considerations should be given to timetabling and room location of the disabled person. Room location as near to the ground floor as possible for quick evacuation should be considered.

Faculties, Schools or Departments must construct a PEEP when aware that staff, students or visitors may experience difficulties in responding to a building emergency evacuation alarm.

The construction of the PEEP can be undertaken with the active participation of the following: Head teacher, teaching staff, support staff, administrative staff.

The plan must be tailor made to meet the requirements of the individual and, where applicable, the person/s that may be required to assist with the

evacuation of the disabled person.

The PEEP is a personal plan and so must be drawn up in consultation and with the active participation of the person concerned.

All staff who could be expected to aid the evacuation of a disabled person should receive a copy of the relevant PEEP.

A practice evacuation drill should be carried out at least once a year to monitor the effectiveness of any active PEEP.

A PEEP should be activated immediately the alarm is raised.

### 4. TECHNIQUES FOR THE EVACUATION OF DISABLED PEOPLE

Staff and children with a visual impairment may be guided on level surfaces by offering an arm. On stairways, the guide should descend first and the person following can then place their hand on the guide's shoulder. If a member of staff or student is a guide dog user, they should be asked about how/if they can be assisted. Many disabled people

will be able to descend (or ascend) a stairway. However, others may need assistance.

## 5. EVACUATION PROCEDURE FOR A DISABLED PERSON

1 On activation of the emergency alarm, stop and collect belongings that may be required in the evacuation.

2 As detailed in your PEEP, remain at your place of study if you require assistance.

3 Once your assistance arrives (or if you don't require assistance) make your way to the nearest exit.

4 Remain at the exit with your assistant until it is safe to evacuate.

5 Once the area is clear, if required with the support of your assistant, make your way to the final exit of the building.

6 Once outside the building, you or your assistant must report your presence to the person in charge of the evacuation.

7 Remain outside the building until told to return by the person in charge of the evacuation.

## 8. CONSTRUCTING A PEEP

The aim of the PEEP is to provide affected persons, with the necessary information to be able to manage their escape. The plan also provides the school with information to ensure that the correct level of assistance is available.

If assistance with escape is required, the extent of such assistance should be identified in the PEEP i.e. the number of assistants and the method to be used.

It is essential that the person who may require assistance is fully involved in producing the PEEP. The process can be based on a checklist to aid its development.

. The following should always be included in the plan:

- identification of, and information on, the best method of evacuation including the availability of any horizontal evacuation routes.
- requirements for specialist equipment (such as an evacuation chair) and any requirement for training in the use of that equipment.
- identification of wheelchair accessible fire exits.
- information about whether the wheelchair user can reach the exit unaided (if not, a "buddy system" might be used).
- characteristics of the building that might affect the evacuation.
- details of colleagues volunteering for the buddy system.
- training requirements.
- information on the maintenance and inspection of equipment.

· when the PEEP should be reviewed.

To be effective, the PEEP depends on the ability of helpers to respond quickly and effectively. Helpers should be given sufficient instruction, practical demonstration and training as appropriate. The plan should be tested when completed and used during regular fire drills, to ensure that the disabled person and helpers are fully aware of the procedures to be undertaken and have confidence in those procedures.

## **Appendix 1**

To be completed by Head teacher or senior member of staff

### **A. PERSONAL EMERGENCY EVACUATION PLAN**

Name

Class

### **B. AWARENESS OF PROCEDURE**

The disabled person is informed of a fire evacuation by: (please tick one)  
existing alarm system  
member of staff  
Other (please specify)

### **C. DESIGNATED ASSISTANCE:**

(The following people have been designated to give me assistance to get out of the building in an emergency).

- 1.
- 2.

### **D. METHODS OF ASSISTANCE:**

(eg: Transfer procedures, methods of guidance, etc.)

### **E. EQUIPMENT PROVIDED: (if necessary)**

### **F. EVACUATION PROCEDURE:**

(A step by step account beginning from the first alarm)

### **G. SAFE ROUTE(S):**

The PEEP should be reviewed whenever there is a change in circumstances or otherwise, it should be reviewed annually.