

GLC Disabled Persons' Evacuation Procedure

This policy was ratified by the GLC Board of Directors on :	Spring 2025
This Policy will be reviewed by the GLC Board on :	Spring 2028

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community. This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

GLC Disabled Persons' Fire Evacuation Procedure

Disabled welfare statement

The GLC is committed to comply with statutory requirements contained within the Fire Precautions [Workplace] Regulations 1997 [as amended] and The Management of Health and Safety at Work Regulations 1999. The GLC recognises that all occupants, contractors and visitors using the building should be given the same opportunities to work and learn, regardless of disabilities. The following guidance notes have been constructed to help those with disabilities and mobility needs to go about their everyday business safe in the knowledge that the appropriate controls to ensure their safety have been put into place.

Personal Emergency Evacuation Plan [PEEP]

The purpose of a PEEP is foremost to ensure the safety of the named individual in the event of a full evacuation of the building. The information created in the PEEP should be a simple, direct guide which shows how the named person; from their own perspective, would see themselves leave the building in the event of a full evacuation of the building.

When constructing PEEPs particular attention to how the individual will move around the building will be crucial, the use of up to date timetabling will be essential to the plan along with familiarisation of all entry/exit points, ramps and disabled refuge points. Consideration should also be given for how the individual wishes to be handled on final exit, including: any specialist equipment used to assist in their safe escape. If required: individuals may need to take with them necessary provisions including: medication and even the possibility of oxygen etc. This should be considered and included in the plan.

Note: All PEEPs are to be constructed with the direct consultation of the individual [for whom the plan is intended for]. Once complete, the PEEP must be reviewed every six months or if the individual's circumstances have changed. For example: an alteration in timetabling or the mobility and care for the individual has changed.

Assignment of a Carer/Evac buddy

Students and staff with mobility needs will be assigned an Evac-buddy [Assistant/carer] competent in both the individuals' medical needs and who is able to assist in the individual's safe evacuation of the building. The assigned person will be familiar with the individual's needs and requirements as profiled in their PEEP. Dependent upon the type of care and mobility needs; if required the carer will in most cases remain with the student to assist in their safe movement around the building, for periods of the school day that do not require the carer's assistance i.e. during lesson times; the carer is to ensure that they have with them a copy of the student's/staff members timetable. In the event of a fire alarm activation: - The Evac-buddy will proceed to the known location of the evacuee, once paired the carer will assist in the individual's safe evacuation of the building. As a secondary measure and only if the carer becomes delayed the schools designated fire marshal(s) and/or premises site team can help and assist in the evacuation. Both the individual and the carer if appropriate may decide to share mobile contacts for emergency purposes.

Temporary PEEPs

In addition, students and staff [occupying a GLC academy] with short term injuries affecting their mobility will require them to have a temporary PEEP put in place. Students requiring Temporary PEEPs are to be monitored and controlled by a clearly identified appropriate member of staff. Temporary PEEPs for staff are to be monitored and controlled by an appropriate Line Manager.

Visitors

Disabled visitors to any GLC academy should make themselves known to the receptionist on arrival and state their business; in turn the receptionist will then inform the visitor(s) on what actions to take in the event

of a fire alarm activation including the fire evacuation procedures and muster points for the building. The receptionist will also assist the visitor(s) in completing a temporary PEEP to cover the visitor(s) stay; electronic copies should be forwarded to duty fire marshals and the site-team. If possible: an emergency mobile phone contact for the named person should be made available.

1. On hearing the alarm:

1.1 On hearing the fire alarm the evacuee should remain at their workstation until help arrives. The evacuee(s) assisted by their Evac-buddy, should allow all class members to evacuate the room first, this should prevent the possibility of snagging of the wheelchair or other mobility aids on classroom furniture when trying to escape and maintain a safe passage for students when exiting the classroom, able-bodied student with hearing or visual impairments will leave the classroom at the carer's discretion.

Note: Staff and students 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.

1.2 On leaving the classroom the carer/buddy should ensure that the classroom door [where applicable] is shut on leaving, this is to prevent the possible spreading of smoke and flames.

Personal property not essential to the care of the individual should remain behind.

1.3 Ground Floor evacuation;

Once in the corridor, the carer/buddy will calculate the nearest fire exit/disabled refuge point, wheelchair users and individuals that are reliant upon mobility aids are to be directed at a reasonable distance away from the corridors walls in order to prevent possible obstruction from the corridors dividing wall sections. Wheelchair users and their carers should familiarise themselves with fire exits that can be made accessible via ramps. On final exit of the building the carer/buddy shall proceed to their designated assembly point.

1.4 1st floor evacuation;

Once in the corridor, the carer/buddy will calculate the nearest disabled refuge point, wheelchair users and individuals that are reliant upon mobility aids are to be directed at a reasonable distance away from the corridors walls in order to prevent possible obstruction from the corridors dividing wall section. For individuals who are unable to descend from stairs; both carer and evacuee should remain within the designated disabled refuge point until instructions have been given by the operator to evacuate the building.

Please note: if communication cannot be established; or the carer has concerns for safety: then steps to evacuate the building should commence **immediately**.

2. Call refuge points [exist in some but not all GLC academies]

Disabled refuge points are fire protected compartments that are designed to suppress the effects of a fire for up to 30 minutes. The refuge points, located on designated stairwells, are equipped with Evacuation Chairs with means to communicate via an internal intercom system.

Disabled refuge call point instructions:

- Once within the refuge area care must be taken to ensure that the fire doors have closed behind you.
- Firstly Press the disabled com's button and await a reply.....
- **Operator:** "Can you confirm your location? And how many are at your location?"

- **Carer/buddy:** confirm location and how many people present at your location, and importantly how many people are deemed disabled that may require emergency evacuation assistance.
- **Operator:** " please remain calm. We are currently investigating the activation of the alarm to determine whether or not the alarm is an Actual or False alarm, please stand by and await further instructions.
- **Carer/buddy:** should wait no more than 5 minutes before recalling the operator to ask for a progress report on the situation. Note: if no reply or communication is lost with the operator then the carer must commence evacuation immediately.
- On final exit of the building; the Evac-buddy along with the evacuee will proceed to their designated assembly point [A] and report to persons responsible for conducting the roll call.

3. **Location of Assembly points for:**

Assembly points for each GLC academy should be clearly marked in-line with current building regulations.

4. **Actions on Drills:**

Planned fire drills are an important and necessary means of monitoring the effectiveness of role calls and escape procedures and should be practiced regularly by all personnel.

There is an understanding that in some circumstances it can be very difficult to perform a 'carry-down' procedure where there is likelihood that the procedure may cause unnecessary pain and discomfort to the evacuee. The Evac-buddy along with the evacuee depending on the severity of the disability may choose to remain within the safety of the designated refuge areas. These areas are purposely designed to protect occupants from the effects of a fire for up to 30 minutes and may remain here until they have received confirmation from a member of the Premises Management team that the activation of the fire alarm is deemed 'False' **Alarm** this notification will be made via the disabled refuge communication system and will be announced by the refuge operator.

Note: If communication cannot be established via the disabled com's button and the operator; then both the carer and evacuee must start to evacuate immediately.

4.1 **Actions on 'False' Alarm:**

It is important that all activations of the fire alarm system should be treated the same in that the building must be fully evacuated.

Once a false alarm has been confirmed by the duty Premises Manager and there are no apparent dangers, only then can the student and the assigned buddy return back from the refuge areas and return back into the main building.

5. **Actions on a 'Confirmed' Fire Alarm:**

On confirmation of a **Confirmed Fire:** The buddy will be told by the operator to start with the 'carry down' procedure and evacuate the building.

Note: Details on disabled persons needing evacuation and their location should be made clear by the member of staff phoning the Fire Brigade .

6. **Evacuation from disabled refuge point.**

The carer/evac buddy, on confirmation that there is 'confirmed' fire, will use the Evac-chair as trained to do so. Once at ground level both carer and evacuee should then proceed to their designated assembly point and report to persons in charge of the roll call.