

Grange Primary School



Personal Evacuation Policy September 2025

Belong Believe Achieve

1. Aims and objectives

Grange positively promotes inclusion and will take all reasonable steps to ensure that children parents or staff who might be classed as disabled or have an additional special need are not discriminated against or treated less favourably than others. Keeps a record of all pupils with PEEPs and ensure they are reviewed regularly. Ensures that all members of school staff (including supply teachers and support staff) who encounter pupils or staff with PEEPs know what to do in the event of an emergency evacuation

The aim of the Personal Emergency Evacuation Plan (PEEP) Policy is to advise Grange staff of the process of personal evacuation and instructions on how to prepare individual Personal Emergency Evacuation Plan's (PEEP).

A PEEP may be required for anyone who has any form of disability (including Sensory Impairment) or for those whose mobility may be impaired for a temporary period of time. It specifically includes those who cannot be adequately protected by the federation's standard fire safety provisions, with a similar level of safety from the effects of fire and/or emergency evacuation as all other occupants.

The aim of a PEEP is to provide pupils, staff, visitors and contractors who can not get themselves out of the building unaided, with the necessary information and assistance to be able to manage their escape to a place of safety and to ensure that the correct level of assistance is always available.

2. Staff responsibilities

Grange's headteacher, Premises Manager, SENCo and other professionals who work within the school should identify persons who may need additional help evacuating from the school site in the event of an emergency and ensure they are offered suitable practical assistance. However, the aim should be to facilitate independent escape wherever possible. For pupils, staff, contractors and regular visitors, once it has been identified that a person would require assistance in the event of an emergency a PEEP should be completed, and the individual's needs determined from the information supplied.

The **Governing Body** has a responsibility to:

- Ensure the health and safety of staff and pupils on the school premises and when taking part in school activities.
- Ensure that the PEEP Policy, as written, does not discriminate on any grounds, including, but not limited to: age, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handle complaints regarding this policy as outlined in the school's Complaints Policy.
- Ensure the PEEP Policy is effectively monitored and updated.

The Headteacher has a responsibility to:

- Create and implement the PEEP Policy with the help of school staff, the SENDCO and agencies involved with the child / staff member.
- Ensure this policy is effectively implemented and communicated to all members of the school community.
- Ensure all aspects of this policy are effectively carried out.

- Monitor the effectiveness of the PEEP Policy.
- Delegate the responsibility to create PEEPs for pupils, staff, visitors and contractors.
- Report to the Governing Body as necessary.
- Identify persons who may need additional help in evacuating in the event of an emergency and ensure they are offered suitable practical assistance.

School staff have a responsibility to:

- Read and understand the PEEP Policy.
- Know which pupils they encounter have an active PEEP in place.
- Know what to do in the event of an emergency evacuation.

Front Office Staff and SENDCo have a responsibility to:

- Assist in the creation of the PEEP Policy.
- Will draft PEEPs with visitors and parents when required.
- Will ensure the PEEP register is kept up to date.
- Will ensure that teachers and support staff are aware who has a PEEP, ensuring all correct paperwork has been completed.
- Will ensure that PEEP records are completed and stored accordingly.

Pupils with a PEEP have a responsibility to:

- Follow the PEEP during an emergency evacuation (if they have enough understanding to enable them to do this)

The Premises Manager has a responsibility to:

- Provide training to staff members related to the fire evacuation processes
- Ensure emergency evacuation equipment is in good working order.
- To liaise with the school office on the preparation of PEEP's ensuring that all routes are covered.

3. Pupil Evacuation Procedures

For pupils, staff, visitors and contractors, once it has been identified that a person would require assistance in the event of an emergency which required evacuation, a PEEP should be created and completed. For example, a person with a visual impairment may need to be escorted from the premises in case of a fire and a staff member should be nominated for this activity. Adults and children with a disability should be considered as part of the evacuation procedures. In some cases, they will be able to evacuate the building independently but some with a limited mobility or a visual or hearing impairment may require additional support in order to evacuate safely.

4. Additional information

Pupils:

- When a pupil is enrolled at the school, their evacuation plan should be developed as part of the admission process, or if their needs change during their time at the school.
- Care should be taken that all children with a disability are provided with a PEEP if they need one, whether they have been provided with an EHC plan or not.
- Pupils with learning difficulties may need to practice their routes for emergency evacuation more regularly than termly. If so, this should be written into their PEEP. All people involved in the evacuation for a PEEP involving pupils will need to practice.

- For pupils with sensory processing disorders, the use of ear defenders should be considered to minimise distress from the alarm sounding.

Staff:

- Staff identified should complete the PEEP in consultation with Sharon Hudson in the school office.
- Existing staff identified that do not have a plan should have one put in place, without delay, or when there is a change in a person's ability, to ensure they can make their way out of the building safely.
- For new staff, this should form part of the induction process. This should be in confidence, and it should be made clear that if they need help, it will be provided.

Visitors / Contractors:

- Please speak to our Reception Team and we will provide you with a suitable strategy. We have trained members of staff who can assist you if it is necessary to evacuate. These staff will be constantly aware of your location in the premises. In the event of an emergency, we want to ensure that we provide you with assistance in the most appropriate way for you. You must follow instructions given by staff for your own safe evacuation.'
- A PEEP should be offered to people as part of the procedures for visitors / contractors as an extension to the signing in process. The disabled person can then choose the escape option to suit them and can be given suitable instructions.
- A suitable plan should include consideration of the building, management and disabled person can offer.
- It is the responsibility of the disabled person to identify themselves when they are informed of the availability of a choice of evacuation plan, and to cooperate with the school by giving any information necessary for the safe execution of the plan.
- All staff are responsible for ensuring visitors leave the building safely, whether they have a disability and should point out the escape routes.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

A person has a special educational need (SEND) if they have learning difficulty or disability that make it difficult for them to learn or take part in one or more aspects of education. They will require special educational provision that is different to or additional to that normally available to children of the same age. For some children this may be a temporary difficulty which can be addressed by a short intervention, while for others it may be a longer-term need that may require long term support.

The four broad areas of need identified within the SEND Code of Practice 2014 and which are provided for at Grange Primary School are:

- **Communication and Interaction** (e.g. speech articulation, stammering, speech and language delay, autism etc.) This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Cognition and Learning** (e.g. global learning difficulties, dyslexia, dyscalculia etc.) Children may have difficulties in thinking, learning and understanding the world. These difficulties will persist even with appropriately differentiated work.
- **Social, Emotional and Mental Health Difficulties** (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc.) Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.
- **Sensory and Physical Needs** (Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability etc.) Some children may need special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided e.g. mobility difficulties, sensory needs, hearing or sight difficulties.

What is a Disability?

The Equality Act 2010 gives the following definition of disability:

A person has a disability if-

- (a) The person has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

This definition of disability includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disability and SEN. A child may therefore be covered by both the SEN and disability legislation.

Appendix A PEEP template

Personal Emergency Evacuation Plan	
Name of pupil/person and Year group if applicable	
Is this (please tick):	Long term Short term Permanent
Does the person need assistance with evacuation (if yes explain how)	Yes No
Does the person need technical aids/equipment to aid <u>their</u> evacuation? E.g. stair climber	Yes No
Please use bullet points to explain how this person will evacuate <u>incase</u> of an emergency	
List any person(s) who will assist with evacuation or what their role will be	
Plan created by	
Signed	
Date of next review	

