

MOBILITY INFORMATION

EMERGENCY EVACUATION

Most pupils with a visual impairment will be familiar with their immediate surroundings and frequently travelled routes. For pupils who require minimal supervision, ensure they are at the back of the queue with a member of staff to help them. Students with visual impairments who are able to walk independently may be able to negotiate stairs in an emergency with minor assistance. However if danger is imminent, the student should wait with a member of staff until heavy traffic has cleared before attempting any stairs.

Since the emergency route is likely to be different from the commonly travelled route, students who are visually impaired may need assistance in evacuating.

In terms of environment, ensure the following:

- Highlight all steps and stair edges in a strong contrasting colour (usually white or yellow). Check escape routes for this.
- Steps/stairs have handrails on both sides in a strong contrasting colour and encourage the student to use them. Again, check escape routes.
- Sign for escape routes are clear and at the right height for students and wheelchair users.
- Good lighting, especially at the evacuation route.

SIGHTED GUIDE

Students, such as those who are severely sight impaired, long cane users, or with additional needs will require Sighted Guide assistance by a trained member of staff (i.e. learning support teacher, classroom teacher and/or fire marshal). They should immediately Sight Guide the student through the evacuation route.

For training in Sighted Guide, contact the Mobility Specialist for the Visually Impaired at the Joseph Clarke Service.

It is important that the trained member of staff frequently practises evacuation drills with the student, highlighting relevant refuge points. A Personal Emergency Evacuation Plan (PEEP) questionnaire can be completed with the student so that procedures are reinforced. (Please see over for example of PEEP questionnaire).

AVRIL ALLEN
Mobility Specialist for the Visually Impaired

PEEP Questionnaire – VISUALLY IMPAIRED STUDENTS

Name:	Name of School:			
Building to which this PEEP applies:				
Personal Emergency Evacuation Plan Checklists			Yes	No
To be completed with the pupil				
1	Have the general emergency procedures been explained to you?			
2	Can you open the fire escape door on the floor(s) you will be using?			
3	Can you read the fire exit signs?			
To be completed by the Learning Assistant assigned to pupil				
4	Does the pupil require the emergency escape procedure to be on tape?			
5	Does the pupil require the emergency escape procedure to be in Braille?			
6	Does the pupil require the emergency escape procedures to be in large print?			
7	At the intended time of use, how many fire exits are available for disabled use?			
8	If only 1 emergency exit is available, how far, approximately, is the exit from the area where you are starting to escape?			
9	How long, approximately, would it take you to evacuate, aided, from the building? (please record a time for each of your available exits up to a maximum of 4)	Mins		
		Mins		
		Mins		
		Mins		
10	Are the exit routes free from any structural features that will present either a hazard or a barrier to you using any of the available fire exits?			
11	Who will be providing assistance? (insert names)			
12	Who will cover this "help" role when the normal helper is absent e.g. due to sickness, leave etc? (insert names)			

ASSESSMENT SIGN-OFF:

Signed (Assessor)	
Signed (Learning Assistant)	
Signed (Pupil)	