



Personal Emergency Evacuation Plan (PEEP)

1. Purpose

The purpose of this **Personal Emergency Evacuation Plan (PEEP)** is to ensure that all individuals who may face challenges evacuating the building during an emergency can do so safely and efficiently. This plan is tailored for people with specific needs, whether due to temporary or permanent disabilities, such as difficulties related to mobility, sensory impairments, or cognitive limitations. The ultimate objective is to guarantee that no individual, whether a student, staff member, or visitor at (Rosary School), is left behind during an emergency evacuation.

2. Who Does It Apply To?

2.1 Attention Deficit / Hyperactive

Disorder (ADHD) Description:

Individuals with **ADHD** may find it difficult to focus on instructions during stressful situations like an emergency evacuation. They may become easily distracted or overwhelmed by their surroundings.

Evacuation Strategy:

- Clear, simple instructions will be provided by assigned helpers who will guide the individual through each step of the evacuation process.
- **Visual aids** or color-coded signs will be used to help individuals stay focused on the correct path.
- **Regular drills** will be conducted to help the individual become familiar with the routine, minimizing confusion during real emergencies.

2.2 Neurocognitive

Disorders

Description:

Neurocognitive disorders include conditions such as dementia, traumatic brain injury, and Alzheimer's disease. These may affect memory, attention, and problem-solving abilities, making it difficult to process complex instructions or remember evacuation routes.



Evacuation Strategy:

- A **dedicated helper** will be assigned to provide personalized assistance and repeated instructions during the evacuation.
- If immediate evacuation proves difficult, the individual will be guided to a **refuge area** where they can wait safely until further assistance is available.
- **Calm communication** is crucial to prevent panic or confusion, and efforts will be made to reduce the intensity of loud alarms or flashing lights that could exacerbate distress.

2.3 Communication

Disorders Description:

Communication disorders can hinder an individual's ability to understand spoken instructions or express them

needs. This includes conditions like speech apraxia, language impairments, or stuttering.

Evacuation Strategy:

- **Non-verbal communication methods** such as picture cards, written instructions, or gestures will be used to ensure the individual understands the evacuation procedure.
- Helpers trained in basic sign language or alternative methods of communication will be assigned to assist these individuals.
- Clear, simple instructions supplemented with **visual aids** will guide the individual through the process.

2.4 Multiple

Disabilities

Description:

Individuals with **multiple disabilities** may experience a combination of physical, cognitive, or sensory impairments, requiring a more tailored evacuation plan.



Evacuation Strategy:

- A **personalized evacuation plan** will be developed that addresses the specific challenges related to mobility and cognitive or sensory impairments. Multiple helpers may be assigned as needed.
- **Evacuation chairs** or **wheelchairs** will be utilized for individuals with mobility issues, while communication will be tailored for those with sensory or cognitive limitations.
- In cases where immediate evacuation is not feasible, **refuge areas** will be identified, and a helper will stay with the individual until assistance arrives.

2.5 Specific Learning

Disorder Description:

Individuals with **specific learning disorders** may have trouble processing complex instructions, which could affect their ability to follow evacuation procedures.

Evacuation Strategy:

- **Simplified instructions** broken down into smaller, more manageable steps will be provided to help the individual follow along without becoming overwhelmed.
- **Visual aids** such as diagrams or color-coded routes will help reinforce instructions.
- A trained helper will accompany the individual, ensuring they follow the evacuation process at a pace suitable to their needs.

2.6 Attention Deficit / Hyperactive

Disorder (ADHD) Description:

Individuals with **ADHD** may exhibit impulsive, hyperactive, or distractible behaviors, making it challenging to stay focused on directions during evacuations.

Evacuation Strategy:

- Helpers will provide **clear, direct communication** and remain with the individual throughout the evacuation, ensuring they stay on task.
- **Visual prompts** and **directional signs** will be placed along evacuation routes to help keep the individual on track.



- **Practice drills** will be held regularly to familiarize the individual with the process and reduce the likelihood of impulsive actions during real emergencies.

2.7 Musculoskeletal

Disabilities Description:

Musculoskeletal disabilities can include conditions like arthritis, muscular dystrophy, or cerebral palsy, which may limit mobility and make it difficult to navigate stairs or move quickly.

Evacuation Strategy:

- **Evacuation chairs** or **wheelchairs** will be stationed near exits for individuals with musculoskeletal conditions.
- Helpers trained in the use of evacuation chairs will assist those who cannot use stairs, ensuring they are transported safely to the ground floor.
- **Rest points** will be designated along evacuation routes for individuals who may experience fatigue, and **refuge areas** will be available for those needing a temporary safe space.

Autism Spectrum

2.8 Disorders (ASD)

Description:

Individuals with **autism** may be sensitive to sensory stimuli and struggle with changes in routine or communication challenges. Loud alarms and crowded areas may lead to distress or confusion during evacuation.

Evacuation Strategy:

- **Pre-established evacuation routines** will be developed to reduce anxiety, and regular drills will be conducted in a calm, controlled manner.
- **Familiar helpers** will provide calm, simple instructions, using **visual supports** like picture cards to guide the individual.
- **Quiet areas** or **low-sensory evacuation routes** will be used to minimize exposure to alarms and crowds.



3. Key Policy Principles

At Rosary School, the safety and well-being of all individuals are our highest priority. This **PEEP** has been created in alignment with local regulations to support individuals who require assistance during emergencies. Each plan is developed collaboratively with the individual, their caregivers, and relevant school personnel to ensure that it meets their unique needs.

4. Roles and Responsibilities

1. School Principal

The School Principal at Rosary School holds overall responsibility for ensuring that all individuals requiring **PEEPs** have effective plans in place and that these are reviewed regularly. The principal will also ensure that all evacuation procedures are clearly communicated to staff, students, and visitors.

2. Safety Officer

The **Safety Officer** is responsible for creating and maintaining **PEEPs** for those in need. They work closely with the **SEN Coordinator** and staff to ensure that proper evacuation measures are in place, regularly reviewing plans and training helpers as needed.

3. SEN Coordinator

The **SEN Coordinator** plays a key role in identifying students with special needs who require a **PEEP** and collaborates with the **Safety Officer** to develop these plans. The **SEN Coordinator** will also communicate any necessary changes to the family or guardians.

4. Head of OSHC

The **Head of the Occupational Safety and Health Committee (OSHC)** oversees the school's safety strategy, ensuring that all equipment is in working order and that staff members are properly trained in evacuation procedures. The **Head of OSHC** also coordinates with external agencies, such as **Civil Defense**, during emergencies.



5. Key Definitions

- **PEEP:** A customized plan designed for individuals who need assistance during emergency evacuations.
- **Refuge Area:** A safe location where individuals can wait for help if evacuation is delayed.
- **Evacuation Chair:** A device used to transport individuals with mobility issues down stairs during an emergency.

6. Detailed Procedure for Developing and Implementing a PEEP

1. Identifying Individuals Who Need a PEEP

The **Safety Officer** will collaborate with teachers, staff, and parents/guardians to identify anyone who may require a **PEEP** and ensure that the necessary steps are taken to create a tailored plan.

2. Creating the PEEP

Each **PEEP** will outline:

- The specific **evacuation routes**.
- The assigned **helpers** for each individual.
- Any equipment needed, such as **evacuation chairs**.
- Locations of **refuge areas** if necessary.

3. Review and Update

The **PEEP** will be reviewed each term or whenever there are significant changes, such as a change in the individual's condition or helper availability.

4. Copies and Access

Copies of each **PEEP** will be securely stored and made available to the individual, their family, and emergency personnel during an evacuation.



7. Points to Consider When Developing a PEEP

- **Evacuation Chairs:** Chairs must be strategically placed and regularly inspected for functionality.
- **Refuge Areas:** Refuge areas should be established on each floor, offering temporary protection until the individual can be safely evacuated.
- **Evacuation Process:** If an individual is unable to evacuate immediately, they should be taken to a refuge area, with helpers staying by their side until emergency responders arrive.
- **Special Instructions for Hearing or Vision Impairments:** These individuals must be given clear, calm instructions, possibly with the aid of visual communication tools.
- **Avoid Lifts (Elevators):** Elevators should not be used during emergencies.

8. Regular Drills and Training

- **Drills:** Regular drills will incorporate **PEEP** scenarios to ensure everyone is familiar with the evacuation process.
- **Training:** Staff members will receive ongoing training on how to use evacuation equipment and assist individuals during an emergency.

9. ADEK and OSHAD Compliance

This **PEEP** complies with:

- **OSHAD COP-16:** Safety standards for individuals of determination.
- **ADEK Guidelines:** Ensuring that all health and safety measures are adhered to in emergency situations.

Principal
Sister Claudette Dababneh



OSH officer
Marwah Aljammali