

# Disability Discrimination Act 2005

## Access Statement

### RHUL's Disability Equality Scheme

#### Facilities Management

#### Royal Holloway, University of London

People, regardless of disability, age or gender, should be able to gain access to buildings and to gain access within buildings and use their facilities, both as visitors and as people who live or work in them. The requirements in the new Part M no longer refer to 'disabled people', the aim of the new **Part M** and **AD M** is to foster a more inclusive approach to design to accommodate the needs of all people.

An inclusive environment is one that can be used by everyone, regardless of age, gender or disability. It is made up of many elements such as society's and individual's attitudes, the design of products and communications and the design of the built environment itself. It recognises and accommodates differences in the way people use the built environment and provides solutions that enable all of us to participate in mainstream activities equally, independently, with choice and with dignity.

# Section 1 Promoting Disability Equality

## 1.1 Principles

Royal Holloway, University of London is committed to the creation and support of a balanced and diverse community which is open and accessible to all.

Facilities Management (FM) recognises that people are different in their needs and in the way they use the built environment and that these differences are accommodated through informed and thoughtful design. Our aim is to create and support an 'inclusive' community where people feel integrated with the College community in such a way that individual choice is respected, and where the diversity of individuals is recognised as a valuable and contributing factor.

This document is designed to provide further guidance on the approach of the Facilities Management Department to the commitments outlined in the Colleges Disability Equality Scheme.

## 1.2 Objectives

This document is an access statement and as such it is designed to reflect Facilities Management's commitment to take all reasonable and practicable steps to ensure the environment at Royal Holloway, University of London is both inclusive and accessible.

This 'access statement' provides a background for that part of the College's **Disability Equality Scheme** which relates to accessible buildings and the services therein. It is provided to identify the philosophy and approach to inclusive design which is adopted by FM and is encapsulated by the quotation on the front page.

### **The principles of our inclusive environment:**

- 1) Easily used by as many people as possible without undue effort, special treatment or separation.
- 2) Able to offer people the freedom to choose how they access and participate equally in all of the College's activities.
- 3) Able to embrace diversity and difference.
- 4) Safe.
- 6) Of high quality.

FM will, wherever it is practicable, adhere to the principles of 'an inclusive environment' throughout its building and refurbishment programs; through the services it offers; and through the actions of its staff.

This statement provides detail of the physical adaptations undertaken and the mechanisms in place for ensuring FM's 'service provision' is compliant with our obligations under DDA legislation. We are working with the College through its Equal Opportunities Co-ordination Group to **ensure disabled persons are consulted** and through impact assessment and a gap **analysis we will publish a plan to close any identified gaps within 'service' over the next three years.**

## Section 2 Context

### 2.1 Legislative Framework for the Access Statement

#### i. The **Disability Equality Duty** for the Public Sector

The **Disability Discrimination Act 2005** places a **duty** on the College to actively promote disability equality and came into force on 4<sup>th</sup> December 2006.

This duty, known as the Disability Equality Duty, is similar in nature to the duty to promote race equality under the Race Relations (Amendment) Act and is part of **a new type of legislation designed to ensure that all public bodies build disability equality into the way in which they carry out their business.**

**The DDA 2005** brings about a shift from a legal framework which relies on individual disabled people complaining about discrimination to one in which **the public sector becomes a proactive agent of change.**

This is then a 'positive duty' through which we must demonstrate how we have **'built in' disability equality at the beginning of processes**, rather than making adjustments at the end.

#### ii. Overarching goal.

The **Disability Equality Duty** seeks to address fundamental human rights and so to achieve **equality of opportunity** for disabled persons. As a public sector institution the College is required to be **proactive in eliminating the discrimination which can have a very real impact on the lives of disabled people.** It can often be difficult for persons without experience of a disabled 'context' to fully understand the exclusion, labelling and social disadvantage experienced by many disabled people.

'At present disabled people do not have the same opportunities or choices as non disabled people. Nor do they enjoy equal respect or full inclusion in society on an equal basis. The poverty, disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers. This is known as 'the social model of disability', and provides a basis for the successful implementation of the duty to promote disability equality.'

(DRC Code of Practice 2005)

**When buildings, services and employment practices are designed in a way that fail to take into account the particular circumstances of disabled people, this excludes and disadvantages them. The same applies when budgets are set for a programme without adequately considering the additional needs of disabled people.**

iii. How will it operate?

The duty requires that the College shall, in carrying out its functions, have **due regard** to the need to:

- promote equality of opportunity between disabled persons and other persons;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled persons that is related to their disabilities;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

**A major element of compliance is the College's [Disability Equality Scheme](#), published in December 2006; the scheme demonstrates how the College intends to fulfil its general and specific duties.**

In the process of producing its Disability Equality Scheme the College undertook to:

- Involve disabled people in producing the scheme, develop an action plan and document the ways in which disabled people have been involved;
- Identify how it will gather and analyse evidence to inform our actions and track both progress and the methods for impact assessment.
- Set out how it will assess the impact of our existing and proposed activities on disabled people.
- Produce an **action plan for the next three years** and outline the authority's arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing subsequent Disability Equality Schemes.
- Report on progress every year and review and make appropriate revisions to this scheme at least every three years.

## 2.2 The DDA and Facilities Management: Our Values.

*'To become a role model for inspiring, client focused facilities management among universities worldwide with a reputation for excellence' (FM Roadshow 2007)*

Prior to the DES the following statement is representative of both FM's 'practices' across the Campus:

**A service provider should not provide a service to a disabled person on terms which are worse than the terms offered to other people, without justification. The Act stipulates that Higher Education Institutions as 'responsible bodies' have an 'anticipatory duty' towards the requirements of all disabled people and to make "reasonable adjustments" for those who might otherwise be substantially disadvantaged.**

The Disability Equality Duty is designed to move us on from this statement and to adopt a more inclusive approach by asking us to become a 'proactive agent of change'.

As we adapt to this role it is no longer sufficient to simply rely on 'reasonable adjustment' of facilities and services as part of new-builds and projects. As part of our impact assessments program the Department will **assess policies, procedures, planning and decisions such that they demonstrate an inclusive approach from the outset.**

The General Duty requires the College not only to have due regard to disability equality when making decisions about the future; but **also to take action to tackle the consequences of decisions in the past which failed to give due regard to disability equality.** This is best approached by using 'impact assessment' to work towards closing the gaps in service, so that, for example, disabled and non-disabled people express the same level of satisfaction with their accommodation, or achieve a more equal pattern of educational achievement.

It may not be feasible to fully review all aspects of FM's operations and act to ameliorate all adverse impacts in a single cycle of improvement. The Duty therefore places a continuing obligation on 'authorities' to **prioritise for review those aspects of their functions which have most relevance to disabled people.**

Through this process FM will make a real and positive change to the lives of disabled people, promoting full access to opportunities and choices and avoiding making disabled people feel segregated or marginalized.

One in four of the population has a disability and thus a significant section of the College's community is 'disabled'. The duty will enable FM to demonstrate its commitment to the promotion of equality and to help widen participation and retention.

## Section 3      Developing the Access Statement

An Access Statement should be more than just a statement that Part M of the Building Regulations and relevant British Standards has been complied with. It must explain how the needs of disabled people, and other users, have been incorporated into the general design, policies and procedures of FM and, fundamentally, to outline how the principles of inclusive design have been considered and, where reasonably practicable, implemented.

The access statement should be applied at the 'project brief' stage as an expression of the College's intent, and expand as a project develops to encompass planning, design, management and maintenance requirements.

**This access statement will be used to demonstrate, to the various statutory control mechanisms, that the College has fully considered access requirements; how it will meet them; and that it recognises its legal duties.**

Facilities Management is committed to providing quality environments and services for all of its customers. Through consultation, and examination of 'best practice', FM will fulfil its obligations under the Disability Discrimination Act 2005 in order to create as inclusive a learning environment as is reasonably practicable. (Details of the guidance and examples of approaches to accessible solutions are contained in the appendices to this document.)

Facilities Management has, to date, an excellent record of providing accessible facilities for the College's staff, students and visitors. Despite the challenges posed by falling funding levels per student within Higher Education; the Campus being built on a hill; and the age and historic nature of some of our buildings, our approach will continue to reflect a commitment to equality.

## Section 4      Where we are now.

External consultants have provided the College with audits and FM have produced reports, from which we have planned to meet the College's obligations under the Disability Discrimination Act. These are:

- **DDA-S.E.N.D.A. – Post 16, Guidance Notes**  
(Updated in Aug. 2003) Wright, A.
- **DISABLED ACCESS AUDIT FOR RCS**  
(22 February 2001) SW+H Health & Safety Ltd.
- **SPREADSHEET ON PHYSICAL/STRUCTURAL WORKS**  
(Feb 2002) Wright, A
- **COMMENTS ON RCS COMPLIANCE WITH DISABILITY LEGISLATION**  
(Nov 2001) Anderson, M
- **SUPPORT FOR STUDENTS WITH SPECIAL NEEDS AT ROYAL HOLLOWAY**  
(April 2001) Velarde, A
- *Interior & Exterior Accessibility Routes & Signage Audit*  
*WSi LTD (June 2004)*

### 4.1      Residential Accommodation

The College currently provides 34 adapted rooms on site: Our 'room allocation policy' allows for the needs of individuals to be taken into account prior to commencing residence. This is facilitated through an orientation process by the Educational Support Office with the direct involvement of the FM Environmental Health Assistants and Accommodation Services Management.

The College is keen to avoid any potential clustering of adapted rooms in a single location preferring to offer high quality and integrated choices within a 'mixed' environment of both adapted and standard rooms.

Where practicable, adapted accommodation shall include - en-suite facilities; fully adapted kitchens with a washing machine; and access to communal facilities.

**The College has provided the following for residents:**

- Rooms for carers within adapted Halls
- Special format menus/information
- Parking bays
- All reasonable room alterations
- Additional storage space where possible
- Wheelchair/scooter charging facilities
- Hand rails
- Door chains
- Room cleaning – paid for by the student
- Vibrating pillows/flashing lights linked to emergency systems and intercoms
- Pager Alert System
- Fully adapted rooms
- Internal telephones
- Personal refrigerators for medical needs
- Orthopaedic mattresses
- Remote Control access FOBS for motorised access doors.

**LOCATION OF ADAPTED STUDENT BEDROOMS**

Founders West

FW256, FW258, FW358

Nominated rooms for hearing impaired

Reid 1414 and 1415

Nominated rooms for ambulatory impaired.

Reid 2211

Temporary room for ambulatory impaired.

Runnymede J13 and J14

Wheelchair Accessible.

Runnymede W11, W12, W21 and W22

Wheelchair Accessible.

Kingswood 7201 - 7204

Wheelchair Accessible.

Kingswood 4104 & C42

Nominated rooms for hearing impaired.

### Gowar Block E

X10 fully adapted rooms plus x5 for carers

### Williamson Hall – A Block

X6 fully adapted rooms, mixed with standard units on level 0 of Phase 2 (opens in 2007)

## **4.2 Non-Residential Accommodation**

The creation of fully inclusive teaching and learning environments is ongoing and FM continues to work with Computing Services, AV, and Departments to improve the accessibility of our 60 plus buildings.



DDA Plan Combined  
Updated.28-1...

A list of the works undertaken to date is available [here](#).

Accessible routes and maps of accessible buildings are available [here](#).

More detailed guides to the practical nature of the Colleges Buildings are available through the Educational Support Office.

## **Section 5 Impact Assessment**

In order to prioritise for review those aspects of our services which have most relevance to disabled people FM have undertaken a program of impact assessment across its four divisions. These documents are available on the FM Shared Drive and have informed and continue to inform the following action plan.

## Section 6 Action Plan for Facilities Management for 2006 – 2009

This action plan has been developed to underpin the Access Statement which defines Facilities Management’s responsibilities under the College’s Disability Equality Scheme. Incorporating the period December 2006 – December 2009, priorities for action have been identified through impact assessment (on-going) and in response to internal and external consultation, the involvement of staff, students and managers. Progress on achieving objectives and actions will be monitored annually and the Action Plan will be revised in light of the outcomes of this annual review.

Target	Action	Who responsible	Date	Progress review	Success indicator/s
<b>Move toward as ‘inclusive’ an environment as is reasonably practicable.</b>	Build ‘inclusivity’ into the beginning of processes rather than adapting later on.	Assistant Directors	On-going	December 2008	All students able to access and use areas of the College in a supportive and inclusive manner.
<b>Impact Assess all policies and procedures across FM to close any gaps in service.</b>	Systematic section by section analysis of all policies and procedures to ensure they reflect ‘due regard’ to the needs of disabled persons.	Section Heads	By September 2009	September 2007	All assessments complete and priorities established in consultation with disabled persons.

<b>Improve on staff awareness of disability issues.</b>	Continue training on all aspects of the DDA and 'diversity awareness'. Ensure understanding through appraisal system.	FM Training Officer Section Heads	On-going	October 2008	Personnel records analysed to show numbers trained. Positive feedback from clients
<b>Encourage greater feedback from staff on DDA issues</b>	Incorporate pertinent questions into annual staff review.	Section Heads	June 2008	June 2009	Analysis of staff responses to show general awareness of major issues and to inform future action plans.
<b>Encourage greater feedback from customers on DDA issues.</b>	Incorporate questions into Accommodation Survey.  Create a forum through which issues can be addressed.	ESO  Head of Accommodation Services  SU	December 2007	September 2008	Closing of any gaps in service.  Documented input into planned works, facilities and services.
<b>Improve departmental planning/review in light of Disability Equality Duty</b>	Ensure that departmental strategies and plans are written with a view to DES. EG. Reporting & budgets, schemes of work, outcomes, and accessibility incorporated into planning pro-forma.	Assistant Directors	September 2008	September 2009	Departmental plans will all have similar structures with all relevant sections embedded. EG. Agenda's; Budgets; Plans.

<b>Improve DES and action plan</b>	Review detail of scheme and action plan in the light of experience over the first six months. Re-submit new model where needed.	FM DDA Steering Group. Educational Support where applicable	On-going	Sixth month review in June 2007	Looking at best practice from elsewhere the College will update its scheme and action plans
<b>Undertake new DDA Audit</b>	Review detail of past audits and commission new consultant.	Head of Projects Head of Accommodation Services	December 2007	June 2008	Construct a plan of works for subsequent budgets and undertake improvements
<b>Identify Diversity Champions within FM</b>	DDA Working Group to nominate one person to represent each Division of FM	Assistant Directors	July 2007	July 2008	Diversity issues are understood and incorporated into practices of that section
<b>Ensure External Contractors and Partners are able to demonstrate a commitment to Equality and Diversity</b>	DDA Clause in contracts or agreement	Head of Project Assistant Director – Management Services	January 2008	July 2008	Best Practice delivered through external as well as internal contracts.

# Appendices

## **SOME GUIDANCE ON THE DISABILITY DISCRIMINATION ACT**

The College is committed to developing an accessible environment for all its users and will consider the following all adaptations, redecoration, new-builds and refurbishment programs.

- o Building regulations Part M and AD M cover new buildings and extensions wishes these regulations to be supplemented by:
- o BS8300: 2001 Design of buildings and their approaches to meet the needs of disabled people – Code of Practice.
- o BS5588-8: 1999 Fire precautions in the design, construction and use of buildings part 8: Code of Practice for the means of escape for disabled people.
- o Designing for Accessibility (published by the Centre for Accessible Environments)

## **Guidelines for an Accessible College**

### **A1. Outdoor Environment**

- a. The outdoor environment should allow disabled people to move around freely and with safety.
- b. Paths and pavements should be free from unnecessary obstacles.
- c. Essential street furniture should not be in the direct line of pedestrian travel; it should be marked by a good colour contrast and a change of tactile surface.
- d. Dropped kerbs are required on all routes, which may be used by people with wheelchairs.
- e. Trees, shrubs and hedges should be trimmed regularly where adjacent to footpaths.
- f. Where a building has projections onto a path, pedestrians need to be protected either by a barrier or by a change in tactile surface.
- g. Wheelchair routes should be clearly signed.
- h. Suitably placed designated parking spaces should be provided, and not used by non-disabled people.
- i. Cycle parking areas should be clearly defined and separate from pedestrian routes. Ends of cycle rack bays should marked with a good colour contrast.

### **A2. Entrances**

- a. Main entrances should be accessible to all users of the building. This includes internal entrances to areas such as libraries, social areas and student work areas.

- b. Access ramps should have a maximum gradient of 1:12 but 1:15 or 1:20 is preferred where possible. Lengths of ramps and landings should be in accordance with Building Regulations Part M.
- c. Door closers should be properly maintained and adjusted so that they can be easily opened with a maximum force of 25 Newton's.
- d. Automatic doors are preferable at entrances to buildings; alternatively powered door openers can be used.
- e. Thresholds should be flush wherever possible.
- f. Revolving doors are not desirable but, where installed, must have a supplementary adjacent entrance/exit door providing good disabled access.
- g. Where security access systems are to be installed which restrict entry to College cardholders only, they should be installed between 1050 and 1100mm high. Turnstiles should therefore be avoided whenever possible. Where there is no alternative, an adjacent entrance should be installed for people who cannot use the turnstile. Entrance and egress should be triggered in the same way as for the turnstile (i.e. by card, not by staff intervention).
- h. An intercom or telephone should be conveniently situated at all controlled entrances, ideally with links to staffed reception points, so electronic locks can be opened for the disabled visitor to access.
- i. Doors with large panes of glass and adjacent glazed screens should be glazed in safety glass with manifestations to enable visually impaired people to see them.
- j. Double doors should have one leaf providing a clear opening of 810 mm and generally preferred to be double swing action in corridors to allow ease of access and egress for wheelchair users.
- k. Tactile surfaces can be used to indicate the position of main entrances to buildings.

### **A3. Reception & Enquiry Areas**

- a. Reception desks should be fitted with induction loops.
- b. Acoustics should be carefully planned and controlled by use of soft finishes.
- c. Where there is a reception counter, there should be an area where a wheelchair user can approach easily with a lower section at a height of 800mm, 1000mm wide and ideally with a 750 mm leg space below 500mm deep (a counter top may provide this).

### **A4. Fittings & Signage**

- a. All fittings (e.g. door handles, light switches, security devices, wall mounted phones etc.) should be at an accessible height for people who use wheelchairs and contrast with there background.
- b. The ideal height for door handles above the ground should be 1000mm, with a 25mm diameter lever handle used wherever possible. Door handles should contrast with the door, with a lever movement rather than a twist.
- c. For wall-mounted telephones the height should be 1400mm to the highest

- button or the centre of the hand set.
- d. Fittings and any control devices should be logically and consistently located so they are easy to find.
  - e. Door handles should contrast with the door, with a lever movement rather than a twist.
  - f. Controls using auditory signals should also be fitted with a visual signal and vice versa wherever possible.
  - g. General signs and room numbers should be matt or semi-gloss with raised letters in upper and lower case with good contrast. Recommended typefaces include Helvetica Medium and Light, Century School Book Bold, Clarendon Bold and Goudy Extra Bold.
  - h. Internal signs should have a letter size of at least 25mm with directional signs at least 37 mm fixed at a height of 1400mm to 1700mm above floor level.
  - i. Tactile signs may be useful in some locations especially where directory boards are used with tactile site/building plans as a means of way finding.
  - j. External signs should be provided at the main entrance to all buildings and be obviously identifiable; signs should have a letter size of at least 75 mm and be well lit with clear information about the occupancy of the building.
  - k. Disabled access routes should be clearly signed on all way finding signs and tactile maps.
  - l. Staircases and flights of steps over 1000 mm wide should have a handrail on both sides and in the centre where they are exceptionally wide.

#### **A5. Text Telephones**

These should be provided for all main College enquiry numbers.

#### **A6. Decoration**

- a. Walls should be finished in pale matt tones with contrasting darker skirting and doors or doorjambes as standard to highlight door positions.
- b. Ceilings should be matt to reduce glare from lighting.
- c. All internal/external steps and hazards should be highlighted.
- d. Door furniture needs to be in contrast to its surroundings.

#### **A7. Lighting**

CIBSE guidelines for minimum standards must be followed but the following guide can be used.

Circulation Areas Approximate light levels:

- o Corridors 75 – 100 lux
- o Lifts 75 – 100 lux (on control panel)
- o Signage 50 lux above surrounding levels
- o Ramps 100 lux plus from a combination of sources
- o Staircases 100 lux at tread level, 10 lux min for
- o Emergency escape routes
- o Work surface for general use 300 – 400 lux plus
- o Work surface for detailed work 400 – 1000 lux task lighting

## **A8. Alarms**

Audible alarms should be supplemented by visual alarms for people with hearing impairments. Vibrating pagers and pads, currently in use in the College, are an acceptable alternative.

## **A9. Lifts**

- a. It is desirable that one lift in all new buildings should be designed as a fire lift to aid emergency egress for disabled people. This can only generally be achieved on new build, as the lift has to be in its own fire compartment with a separate electrical supply.
- b. In addition to the minimum requirements (Building Regulations part M): Visual and voice indicators should be used.
- c. Braille and/or tactile panels, both internally and externally, include emergency phones and buttons.
- d. Minimum 8-person lift is preferable.
- e. There should be a minimum 1500 mm turning area outside the lift with a tactile floor.
- f. Lift doors should remain open for a minimum of five seconds.
- g. Each landing should have a large floor number opposite the lift doors at a height of 2000 mm.

## **A10. Steps & Stairs**

- a. The edges and nosings of all steps and stairs must be highlighted and well lit.
- b. Open risers should not be used.
- c. It is desirable to have a tactile surface at the top and bottom of the steps/staircases.
- d. Handrails 40-50 mm diameter should be fitted to both sides at a height of 900mm above tread level where stairs are over 1000 mm wide and in the centre where they are exceptionally wide.
- e. Spiral staircases should not be installed.

## **A11. Lecture Theatres & Teaching Rooms**

- a. These should be located in accessible areas.
- b. Any rooms designed to be fully or partially blacked out should be fitted with dimmable lighting and separate lighting to enable deaf or hard of hearing students to see a communication support worker.
- c. All lecture theatres and large teaching rooms must be fitted with induction loops or infrared or radio aid systems.
- d. Building Regulations, Part M, Section 5 give clear guidance on the positioning, amount and dimensions of 'wheelchair spaces' for audience or spectator seating. This guidance should be adhered to for large teaching rooms, lecture theatres, halls etc.
- e. Blinds should be fitted as standard to reduce glare.

## **A12. Practical Laboratories, Workshops etc.**

- a. The basic design and management of these areas should ensure that people with disabilities could use all the facilities.

- b. All areas should have at least one height-adjustable workstation for wheelchair users.

### **A13. Refectories**

All self-service counters and at least half the area where seating is provided should be accessible to wheelchair users and some sets with armrests.

### **A14. Toilets**

- a. Toilets adapted for wheelchair users should have a minimum internal dimension of not less than 1500mm x 2000mm and should be laid out similar to figure 12 in BS 5810. Where possible dimensions of 2000mm x 2230mm should be used in order to accommodate wider wheelchairs. (An electrically operated wheelchair needs a turning circle of 180 degrees).
- b. Doors must either slide or open outwards.
- c. A larger sanitary bin than usual is required in both male and female adapted toilets.
- d. The floor should be non-slip.
- e. An alarm system to call for help should be provided, which can be reached both from the floor and from the WC seat.
- f. Wherever possible, unisex toilets should be provided in order to accommodate wheelchair users whose support assistant/carer may be of the opposite sex.
- g. If a lock is required a standard RADAR lock may be fitted. Keys should be made available from the building reception.
- h. Two coat hooks at 1200 and 1700 above floor level are desirable.

### **A15. Circulation**

A minimum clear circulation width of 1200mm should be provided and maintained. In large open plan areas routes should be defined.

### **A16. Means of Escape**

- a. The approved document supporting Part B of the Building Regulations 1991 comprises the requirements for fire precautions in a building and guidance on meeting them. Detailed information on means of escape is given in Part 8 of BS 5588 Fire Precautions in the Design, Construction and Use of Buildings.
- b. The College Fire Officer should be consulted on all fire precautions, escape procedures, signage and refuge positions.
- c. Centrally timetabled lecture and seminar rooms have fire procedure plans in place.

### **A17. General**

**Pre-arrival information** - All pre-arrival information should include reference to the accessible route and entrance to each campus building. Leaflets should avoid statements e.g. 'limited access' and should outline specific access

difficulties in each building. It should identify a contact point for help at specific buildings.

- *Fire Safety*

The safety of College members must always be a priority. Therefore the College ensures that provision for people who cannot use stairs is made in the case of a fire. In particular, through Personal Emergency Evacuation Plans and where practicable use is made of fire refuge points, these are defined areas which people can reach independently where they can safely wait for up to 30 minutes.

Fire refuge points are clearly marked on all levels of the College, which have either level or lift access. Fire Wardens and other responsible people are made aware of the refuges in their area and their function. The existence of the refuges and their role are covered in all fire safety training.

Whenever possible the refuges are marked on maps for people with disabilities.

All students and staff who cannot use stairs in an emergency will be given a tour of the refuges and emergency procedures explained. Where necessary, Personal Emergency Evacuation Plans will be drawn up in conjunction with the Safety Advisor.

Heads of Department are responsible for ensuring the Fire Officer and Safety Officer is aware of people who require PEEPS.