



## **Policy and Procedures for the Support of Students, Solicitors and other Professionals with Disabilities at the Law Society Education Centre**

**Developed by:** Emma Cooper (Student Support Advisor) and Audrey Moore (Trust Consulting).

**With thanks to:** Geoffrey Shannon (Deputy Director of Education and Head of Examinations Department); Rory O'Boyle (Education Standards Manager); Colette Reid (Course Manager and the Skills Leader on the Professional Practice Courses); Lynda Sheane (Personal Secretary to Director of Education); Paula Sheedy (Head of FE-I Department); Ian Ryan (Head of Traineeship); Attracta O'Regan (Head Of Law Society Professional Training) and Claire O'Mahony (Head of Diploma Centre).

**Approved by:**

**Date Approved:**

**Review date:**

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## Context

The Law Society Education Centre is committed to providing an equal opportunities learning environment, which meets the specific and diverse needs of all of our learners.

This Policy applies to all Professional Practice Courses (PPC), Diploma Centre courses, Continuing Professional Development activities with Professional Training and Finuas Skillnet, Examinations and Assessments.

### **Professional Practice Courses**

The Law School offers Professional Practice Courses (PPC), which enable trainee solicitors to develop legal knowledge and skills to the highest of standards, whilst also preparing them for the reality of life as a solicitor. Assessment is through continuous assessment and end-of-course examinations.

### **Diploma Centre**

The Diploma Centre offers a wide range of postgraduate legal courses to trainees, solicitors and other professionals. The portfolio includes Certificates, Diplomas, Master's programmes and a Professional Doctorate in Law. Assessment is through continuous assessment and either end-of-course examinations or assessment.

### **Professional Training**

Professional Training offers a suite of annual conferences in collaboration with Law Society committees and practice update conferences to address emerging changes in law and practice. In addition, it collaborates with European and international Bar Associations to deliver EU law and human rights programmes for judicial professionals both in Ireland and internationally.

### **Finuas Skillnet**

Finuas Skillnet delivers online, on demand innovative training activities addressing all practice areas, management and professional development skills and regulation compliance. It also delivers annual CPD Cluster conferences in collaboration with the Bar Associations in Ireland and a suite of practice specific master class programmes.

## Scope

This policy applies across the Education Centre community and includes students, solicitors and other professionals, Law Society staff and associate faculty members. It also applies to any other persons providing services associated with the functions of the school, all of whom are responsible for ensuring they adhere to the relevant sections of this policy.

This Policy applies to all Professional Practice Courses (PPC), Diploma Centre courses, Continuing Professional Development activities with Professional Training and Finuas Skillnet, Examinations and Assessments. This policy also aims to enable students, solicitors and other professionals with disabilities to participate fully in their chosen programme of education and/or to undertake examinations and assessments without experiencing any significant disadvantage arising from their disability.

## Definitions:

**Participants:** Students, solicitors and other professionals participating in training courses or CPD activities at the Law Society Education Centre will be referred to as participants in this document.

**Disability:** The legal definition of disability stipulated in the Employment Equality Act 1998 and Equal Status Acts (2000) as amended, is as follows:

*1. "the total or partial absence of a person's bodily or mental functions, including the absence of a part of a person's body, 2. the presence in the body of organisms causing or likely to cause, chronic disease or illness, 3. the malfunction, malformation or disfigurement of a part of a person's body, 4. a condition or malfunction which results in a person learning differently from a person without the condition or malfunction, or 5. a condition, illness or disease which affects a person's thought processes, perception of reality, emotions or judgement or which results in disturbed behaviour. And shall be taken to include a disability which exists at present, or which previously existed but no longer exists, or which may exist in the future, or which is imputed to a person."*

This relates to any temporary or permanent illness, injury or condition. This does not rule out temporary illness or condition that may occur at any stage during the course of a participant's studies.

**Reasonable Accommodation:** A Reasonable Accommodation is any action that helps to alleviate a substantial disadvantage due to a disability and/or a significant ongoing illness. As per The Equal Status Act 2000:

*"Discrimination includes a refusal or failure by the provider of a service to do all that is reasonable to accommodate the needs of a person with a disability by providing special treatment or facilities, if without such special treatment or facilities it would be impossible or unduly difficult for the person to avail himself or herself of the service."*

Factors influencing the determination of what is reasonable will include: the effectiveness of taking particular steps in enabling the student to overcome the relevant disadvantage; whether the steps would significantly compromise the academic standards or professional practices associated with the course of study; health and safety issues; the effect on other participants; and the financial and other cost to the institution. For the purpose of this policy, Reasonable Accommodations are defined as standard or non-standard Reasonable Accommodations.

**A standard Reasonable Accommodation** is defined as an amendment to the participant's teaching, learning and assessment which enables them to participate fully in their education.

**A non-standard Reasonable Accommodation** occurs when the Education Centre may need to consider providing alternative non-standard teaching, learning, and assessment methods where standard Reasonable Accommodations are not sufficient to meet the needs of the participant.

**Fund for Students with Disabilities (FSD):** The purpose of the Fund for Students with Disabilities (FSD) is to provide funding to higher and further education institutions to assist them in offering supports and services to eligible participants with disabilities so that they can participate on an equal basis with their peers.

**DN1 Form:** Disability Status Notification Form's purpose is to identify if the participant has a disability which would require additional learning and teaching supports, and/or adapted examination arrangements.

**DN2 Form:** Disability Registration Form's purpose is to gather more information regarding the needs of the participant. It contains four parts:

- 1) Evidence of Disability
- 2) Consent to release information
- 3) Eligibility for FSD Funding
- 4) Student Transfer Form

## Diversity and Inclusion

The Education Centre is committed to ensuring that participants with disabilities have as complete and equitable access to all facets of student life as can reasonably be provided. This is in accordance with the Disability Act 2005, the Equal Status Acts 2000 (as amended), and the Universities Act 1997.

The Law Society of Ireland recognises and values difference and is committed to promoting diversity and inclusion for the benefit of all and endorses the principles of inclusive teaching, learning, and assessment. Through policies, services and processes, a culture of inclusion is created in the Law Society, extending to the Education Centre.

The Education Centre has demonstrated a commitment to continual improvement of services to all participants, including those with disabilities through ongoing remedial work to the environment and additional supports. It is recognised that this is a process of continual improvement that is built upon year upon year.

## Student Support Services

The Education Centre's Student Support Service (SSS) provides disability support services primarily to PPC trainees as part of its remit. It is also an advisor as required to the Diploma Centre and Professional Training and Finuas Skillnet Course Managers on disability supports. The principles of UDL are followed where possible in the Law Society Education Centre. However, the needs of the student population are varied and where necessary the supports are tailored to each person. No one size fits all, and a variety of suites of services are available, based on individual assessments and requests.

PPC trainees with disabilities register with the Student Support Service by completing the DN2 form. This enables them to receive supports where the disability could affect their ability to participate fully in all aspects of their studies in The Law School. Reasonable accommodations can be put in place only after a trainee has registered with the Disability Service.

Solicitors and other professionals attending Diploma Centre courses and Professional Training and Finuas Skillnet CPD activities can contact the appropriate Disability Support Manager (see details below).

The Student Support Services Advisor is a facilitator and resource to both participants in the identification and implementation of Reasonable Accommodations in teaching, learning, and assessment.

**Contact Details of Student Support Services:**

[studentadvisor@lawsociety.ie](mailto:studentadvisor@lawsociety.ie)

01-6724802

**Contact Details of Diploma Centre Disability Support Manager:**

[diplomateam@lawsociety.ie](mailto:diplomateam@lawsociety.ie)

01 672 4802

**Contact Details of Professional Training Disability Support Manager:**

[lspt@lawsociety.ie](mailto:lspt@lawsociety.ie)

01- 8815727

**Contact Details of Finuas Skillnet Disability Support Manager:**

[finuasSkillnet@lawsociety.ie](mailto:finuasSkillnet@lawsociety.ie)

01-8815727

## Policy

### ***Applications***

The Education Centre welcomes applications from prospective participants with disabilities and is committed to making Reasonable Accommodations to enable them to fully participate in student life.

Participants with disabilities have a proactive responsibility to indicate if they have a disability, to provide the required disability evidence, and follow the Education Centre's procedures if they wish to obtain reasonable accommodations.

#### **Professional Practice Courses**

When registering for the Professional Practice Course, students with disabilities must disclose on the DN1 form whether they have a disability which would require additional teaching supports and/or adapted exam arrangements. (see appendix 1)

Participants who have indicated that they have a disability on the DN1 must also complete and return to the student support service, a DN2 form as evidence of disability and to consent to the necessary steps to provide supports. See section below on assessment. (see appendix 2 for DN2)

#### **Diploma Centre/Law Society Professional Training/Finuas Skillnet CPD Activity**

Solicitors and other professionals applying for a Diploma Centre course or a Law Society Professional Training or Finuas Skillnet CPD activity will indicate with their application whether they require additional reasonable accommodations to assist them. The Disability Support Manager will organise supports and link with the Student Support Service as required.

If Diploma Centre, Law Society Professional Training or Finuas Skillnet solicitors require significant additional supports, applicants may need to complete a DN2 form if advised to do so by the Disability Support Manager. See section below on assessment. (see appendix 2 for DN2)

### ***Assessment***

All PPC trainees who require disability support are required to complete a DN2. Diploma Centre/Law Society Professional Training/Finuas Skillnet CPD Activity participants who require significant additional supports are required to complete a DN2.

Upon receipt of the DN2, the Student Advisor will organise to meet the participant for a needs assessment.

A needs assessment takes into account the nature of the disability, course requirements, and individual differences. Reasonable accommodations are determined on a case-by-case basis through this needs assessment by the Student Advisor. The content of the needs assessment meeting and document is confidential and will not be shared with others.

Information from the needs assessment will inform the Learning Educational Needs Support, LENS document. The LENS is a document summarising the agreed supports or reasonable accommodations for the individual's learning, education and examination arrangements. It will be signed by both the

participant and the student advisor and shared as required to provide the appropriate education and learning and assessment supports to the participant.

LENS reports can be reviewed and amended if, for example, circumstances change and /or additional information is provided. The participant can contact the Student Support Service at any time to request a review and update of a LENS report.

## ***Accommodations***

### **Learning & Educational Support**

The development of independent learning skills is an important aspect of student support and this will be taken into consideration during a needs assessment and provision of accommodations.

All Reasonable Accommodations covered in Appendix 4 are considered as standard requests. The Education Centre will endeavour to provide the most cost-effective accommodations without compromising the participants' needs.

For non-standard reasonable accommodations the student advisor will engage with the Education Centre's Director of Education and/or the Examinations Department and/or other relevant departments to determine if the accommodation being requested can be implemented. If there is agreement, then the Reasonable Accommodation will be recommended as appropriate, for approval.

The Reasonable Accommodation in question will be put in place, unless a specific rationale is provided by the academic or services area for not implementing it.

If the Student Support Service and the School/ Department do not reach an agreement as to the requested non-standard Reasonable Accommodation, firstly, efforts should be made to assess whether an alternative, effective, and reasonable form of accommodation can be made for the individual in question.

Participants who are required to complete examinations Participants who have completed a needs assessment and agreed a LENS, will have their adapted examination arrangements communicated to the Examinations Department in advance of examinations if required.

Participants who have not registered with the Student Support Service regarding a disability may still require temporary adapted examination arrangements. These students must complete this form and submit it at least six weeks prior to examinations. (See appendix 3) This enables the appropriate adapted arrangements to be put in place.

This timeframe may only be reviewed in exceptional circumstances for example accidents, unexpected illness and bereavement.



## ***Appeals***

Participants who are dissatisfied with the reasonable accommodations offered are encouraged to discuss alternative arrangements with the student supports advisor or the disability support manager for the relevant course in the first instance, who will endeavour to advocate on their behalf.

If still dissatisfied, participants may appeal decisions regarding reasonable accommodations to the Director of Education. The decision of the Director of Education is final and will be communicated to all relevant parties.

## Safety and Emergency Evacuation

The Law Society has a legal responsibility to protect all building users from fire risks and to ensure the health and safety of all persons whilst on the premises. Evacuation procedures are in place. However, where additional supports to evacuate are required in the event of an emergency, a Personal Emergency Evacuation Plan (PEEP) must be in place.

If an individual needs assistance to evacuate during an emergency, an assessment should take place on commencement of education/employment or whenever circumstances change which may require additional supports.

### **Procedure for Students**

- Students who need support will be identified in the DN2 (Disability Registration form);
- Personal Emergency Evacuation Assessment to be carried out by the Student Advisor;
- Personal Emergency Evacuation Plan will be developed as a result;
- The PEEP will be disseminated to relevant persons;
- Student Advisor to follow up with relevant individuals as required.

### **Procedure for Staff**

- Staff who need support will be identified via HR;
- Personal Emergency Evacuation Assessment to be carried out by HR;
- Personal Emergency Evacuation Plan will be developed as a result;
- The PEEP will be disseminated to relevant persons;
- HR to follow up with relevant individuals as required.

## Appendix 1: Disability Status Notification Form – Form DN1

<b>Applicant Name:</b>	
<b>Student Number:</b>	
<b>Law School E-mail/ Personal E-mail:</b>	
<b>Current Address:</b>	
<b>Mobile Telephone Number/ Land Line Telephone Number:</b>	
<b>Do you have a disability which would require additional learning and teaching supports and/or adapted exam arrangements?</b>	<b>Yes / No / I'd Rather Not Say</b>

**If you have answered yes to this question, please ensure you submit the additional form, Form DN2 to the Student Development Service at the time of registering your training contract (indentures).**

- **All students who require additional teaching and learning supports and/or adapted exam arrangements are required to complete and submit the additional form, Form DN2 at the time of application for consent to enter into a training contract (indentures). This enables the appropriate adapted arrangements to be put in place to support them in case their needs have changed from year to year.**

### **Disability<sup>1</sup>:**

- This relates to any permanent illness, injury or condition.

<sup>†</sup> A student is disabled in this context if he/she requires a facility which is outside of the mainstream provision of the Law School in order to participate fully in course/exams and without which the student would be educationally disadvantaged in comparison with their peers. Adapted from DAWN (Disability Advisors Working Network) Policy and Practice on Assessment and Examination Accommodations for Learners with Disabilities, June 2008.

## Appendix 2: Disability Registration Form – DN2

### Support for students, solicitors and other professionals with disabilities

There are a range of supports and accommodations available for students, solicitors and other professionals (hereby referred to as participants) with disabilities in the Law Society Education Centre. In order to access these supports and accommodations, participants are required to submit evidence of disability and attend for a needs assessment. Evidence of disability provided is used to confirm the nature of disability as part of the needs assessment process. This is also a requirement of the Fund for Students with Disabilities (FSD), who provide funding for many of the supports and accommodations offered to participants with disabilities.

<b>Name of Applicant:</b>
<b>Name of Course/Training Activity:</b>
<b>Law Society Student/Solicitor Number:</b>
<b>Date of Birth:</b>
<b>Phone Number:</b>
<b>Email:</b>
<b>Home Address:</b>
<b>Please detail any support you may need in order to attend for your needs assessment (e.g. mobility issues, visual or hearing impairment etc.):</b>

## **Disability:**

This relates to any temporary or permanent illness, injury or condition. This does not rule out temporary illness or condition that may occur at any stage during the course of a student's studies.

## **Fund for Students with Disabilities (FSD)**

The Fund for Students with Disabilities (FSD) is funded by the Government of Ireland. The purpose of the FSD is to provide funding to higher and further education institutions to assist them in offering supports and services to eligible students with disabilities, so that they can participate on an equal basis with their peers.

## **Who needs to Complete this Form:**

Participants who require any support or accommodations while engaging in training courses or CPD activities at the Education Centre, including accommodations around Exams and Assessments.

## **How to Complete this Form:**

There are four parts to this form. Parts 1-3 must be completed. Part 4 is for completion if you had disability support from a previous school or college:

1. Part One: Evidence of Disability
2. Part Two: Consent to Release Information
3. Part Three: Eligibility for Fund for Students with a Disability (FSD)
4. Part Four: Student Transfer Form (for completion if you had disability support from a previous school or college)

## **Deadline (Professional Practice Course students only):**

In order to ensure the needs of all applicants can be accommodated, the completed Disability Registration Form, DN2, must be received by the Student Support Service at the time of application to enter into a training contract (indentures) and must be received six weeks before the commencement of Professional Practice Course One.

Participants only requiring adapted exam arrangements must complete and submit this form for adapted exam arrangements prior to each exam sitting (see Appendix 1.a). This ensures appropriate adapted arrangements for students even when there are changing needs from year to year.

## Further information is available from:

- Professional Practice Course One (PPC I) – Emma Cooper, Student Support Service Advisor (studentadvisor@lawsociety.ie / 01-6724802).

## Completed form should be returned by email to:

studentadvisor@lawsociety.ie

## Part One: Evidence of Disability

### Applicants must provide one of the following:

- An existing report or letter from relevant consultant or specialist (see Appendix 1.a for appropriate medical professional for your disability type). If you have an existing report, skip to page part two of this form (page 18).

**OR**

- A completed Evidence of Disability form from the relevant consultant or specialist (see pages 15-17).

**OR**

- A completed Evidence of Disability form from a GP (see pages 15-17) verifying that they have a diagnosis on file from the relevant consultant or specialist (a copy of this diagnosis must also be provided).

### **Please note:**

***For appropriate medical professional for your disability type, see appendix 1.a 'Guide to providing evidence of your disability for support'***

### **GP-only evidence:**

Applicants who are not in the care of consultant or specialist but whose GP or other health professional (e.g. a qualified therapist /counsellor) can verify their disability, should have their treating physician complete the Evidence of Disability form below to verify their disability. In this case, the applicant will be eligible for general supports (e.g. exam accommodations) but may not be eligible for supports that require additional funding (e.g. Assistive Technology).

## Instructions for Completion:

Who should fill out this form?

- A relevant Medical Consultant / Specialist who has the training and experience with the particular condition / disability must complete this form (please see Appendix 1.a for appropriate medical professional for your disability type)

**OR**

- Another health professional who either has a diagnosis on file from a consultant or specialist or can confirm that they are treating you for the disability they describe on the form.

This form must be **stamped and signed** by the health professional completing.

**Note: If you are unsure about the documentation you require please don't hesitate to contact us at [studentadvisor@lawsociety.ie](mailto:studentadvisor@lawsociety.ie)**



## Evidence of Disability Form

Please complete ALL sections below in TYPE or BLOCK capitals:

### 1. Student Details

Name of Applicant:
Date of Birth:
Home Address:

### 2. Qualified Health Professional/Specialist

Name, Title of <b><u>Qualified Health Professional/Specialist</u></b> :
Phone (including area code):
Position/Professional Credentials:
Date of Report:

**GP or other health professional (excluding Consultant or Specialist), please tick the relevant box below:**

I have a diagnosis on file for this person from the appropriate consultant/specialist named above:

**N.B. A copy of the document in which the diagnosis is confirmed must be attached to this form.**

**OR**

I can confirm that I am treating this person for the disability described on this form (e.g. depression/acute anxiety):



**3 Disability Information (to be completed by qualified health professional)**

**Disability type (please tick)**

- |                        |                          |                              |                          |                             |                          |
|------------------------|--------------------------|------------------------------|--------------------------|-----------------------------|--------------------------|
| ADD/ADHD               | <input type="checkbox"/> | Autism Spectrum Disorder     | <input type="checkbox"/> | Blind/Visual Impairment     | <input type="checkbox"/> |
| Deaf/Hard of Hearing   | <input type="checkbox"/> | Dyspraxia                    | <input type="checkbox"/> | Mental Health Condition     | <input type="checkbox"/> |
| Neurological Condition | <input type="checkbox"/> | Physical Disability          | <input type="checkbox"/> | Significant Ongoing Illness | <input type="checkbox"/> |
| Speech and Language    | <input type="checkbox"/> | Specific Learning Difficulty | <input type="checkbox"/> | Communication Disorder      | <input type="checkbox"/> |
|                        |                          |                              |                          | Other                       | <input type="checkbox"/> |

Please state the specific name of the Disability

Date of Diagnosis/Onset of Disability

**4 How does the disability/medical condition impact on the person's ability to study and participate (e.g. fatigue, concentration, pain, etc.)?**

**5 Please describe measures currently being taken to treat the condition (e.g. medication, therapy, etc.)**

**6** What recommendations would you make for Reasonable Accommodations to enable equal participation in Higher Education (e.g. examination accommodations, adaptive equipment etc.)?

**7 Signature of completing health professional / specialist**

Signature.

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

IMC Number (GP only):

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**Official Stamp:** This form must be completed and signed by the appropriate professional. In addition it should be stamped or where no stamp available, it should be accompanied by a business card or headed paper.



## Part two: Consent to Release Information

### Disclosure

The Law Society Education Centre encourages participants with disabilities to disclose information on their disability/specific learning difficulty to the Student Support Service (PPC courses) or to the relevant Disability Support Manager in the Diploma Centre and/or the Continuing Professional Development Centre with Professional Training and Finuas Skillnet. Such disclosure is encouraged so that the Education Centre can work with the participant to identify and facilitate any reasonable accommodations/supports that may be required by that individual during their time in the Education Centre.

An electronic record of your contact with the Student Support Service/Disability Manager is held securely in accordance with the Data Protection Act (2018) and information provided to the Student Support Service/Disability Manager is regarded as 'sensitive personal data'. The information may also be used for statistical and monitoring purposes without your identity being revealed. The Student Support Service/Disability Manager will ensure that personal data will only be used to facilitate the required levels of Reasonable Accommodations and other supports.

To enable the Student Support Service/Disability Manager to coordinate supports on your behalf, it will be necessary for the Student Support Service/Disability Manager, with your consent, to disclose relevant information to internal and external departments/ bodies responsible for providing or facilitating participants in accessing such accommodations and supports.

The Student Support Service/Disability Manager will treat this information as sensitive personal data, which will be securely stored and only shared in accordance with the Law Society Education Centre's Data Protection Policy and the European Union's General Data Protection Regulation (GDPR).



## Consent to Release Information

I have read and understood the above and I request Reasonable Accommodations from the Law Society Education Centre, on account of my disability.

I understand that I can request a review of these accommodations at any time (with reasonable notice) and it is my responsibility to alert the Student Support Service/Disability Manager of any changes to accommodations required.

I consent to the Student Support Service/Disability Manager adding information relating to the nature of my disability and Reasonable Accommodations to my student record.

I understand that my disability related documentation will be retained securely as electronic files for the duration required by the Higher Education Authority (HEA) after which it will be destroyed

I consent to the Student Support Service/Disability Manager passing on the following information to the departments outlined below for the purpose of providing me with Reasonable Accommodations: Please tick.

Yes	No	Department	Type of Disclosure
		<i>Funding Body (Higher Education Authority- Fund for Students with a Disability)</i>	<i>Name, applicant number, evidence of disability, details of supports received, registration status, degree outcome and other personal information as outlined below.</i>
		<i>Relevant Education Centre Staff including Course Managers, Course Assistants and Support Staff (as required)</i>	<i>Name, applicant number and details of exam and teaching &amp; learning accommodations.</i>
		<i>Exams Department</i>	<i>Name, applicant number and exam accommodations.</i>
		<i>Facilities / Health &amp; Safety Officer</i>	<i>Name, applicant number and Personal Emergency Evacuation Plan (PEEP) where necessary.</i>

**Non-disclosure of information:** Please note that if you have ticked 'No' in any of the boxes in the table above, you may not be able to receive those Reasonable Accommodations that require disclosure of information.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Part 3: Eligibility for Fund for Students with a Disability (FSD)

Applicant Name: (BLOCK CAPITALS): \_\_\_\_\_

Education Centre ID Number: \_\_\_\_\_

The Fund for Students with Disabilities (FSD) is funded by the Government of Ireland. It provides funding to institutions to provide supports and services to ensure that eligible learners with disabilities can participate on an equal basis with their non-disabled peers. Please note that applicants cannot make individual applications to this fund and the money is not provided directly to applicants.

**Please answer the following questions. This information will be used solely for the purpose of assessing your eligibility for funding (see Appendix 1.b) and to provide data requested by the ESF. Circle the appropriate answer**

### Residency

Have you been legally resident in Ireland for at least 3 of the last 5 years? **Yes No**

**Proof of residency required – see appendix 1.c for examples of acceptable documentation.**

### Nationality

Are you either: an Irish national or a national of another EU Member State, the European Economic Area (EEA) or Switzerland? **Proof of nationality is required. Yes No**

### Declaration

On signing the declaration below you are acknowledging the following:

- Your personal data collected as part of this application process may be processed for the purposes of coordinating, monitoring and evaluating the operation of the Fund within the Law Society Education Centre.
- Statistical data may be shared with third parties for monitoring and reporting on European Social Fund co-financed activities.
- All the information provided is true, complete and accurate and that assistance from other sources has not been received for the stated purpose/service which is the subject of this application.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### To be completed by Needs Assessor:

**Has the applicant provided evidence of disability documentation that meets the criteria for the Fund as outlined in the Evidence of Disability Form? Yes No**

**Is the applicant eligible for the FSD? Yes No**

**Staff Signature:** \_\_\_\_\_

## Part 4: Student Transfer Form

**Student Transfer Form** (for use when a student who is receiving supports provided by either the Department of Education or the European Social Fund is moving from 2<sup>nd</sup> to 3<sup>rd</sup> level or between 3<sup>rd</sup> level institutions).

**NB Student must complete section 1 of this form and send it to the Disability Service in the College that you are leaving. By sending this form you are consenting for your previous College to forward information specified below.**

### Section 1 – Student to complete: Details of student and institutions involved in transfer

Name of Student	
Student Number	
Name of School or College before transfer.	
Name of School or College being transferred to.	
Contact person in above institution	

### Section 2 – Details of accommodations/support received

<b>Was the student funded by the FSD or other body?</b> (Please indicate)	<b>Yes</b>	<b>No</b>

### Section 3 – Other information relating to supports received

<b>Needs Assessment Summary Report attached?</b>	<b>Yes</b>	<b>No</b>
<b>Evidence of disability report attached?</b>	<b>Yes</b>	<b>No</b>

### Other information relevant to transfer

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***Appendix 2.a: Guide to providing evidence of your disability for support***

<b>Type of Disability</b>	<b>Type of Documentation</b>	<b>Appropriate Professional</b>
Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD)	Evidence of Disability Form <b>OR</b> Existing report	Consultant Psychiatrist <b>OR</b> Psychologist <b>OR</b> Neurologist <b>OR</b> Paediatrician
Autistic Spectrum Disorder (including Asperger's Syndrome)	Evidence of Disability Form <b>OR</b> Existing report	Consultant Psychiatrist <b>OR</b> Psychologist <b>OR</b> Neurologist <b>OR</b> Paediatrician
Blind/Visual Impairment	Evidence of Disability Form <b>OR</b> Existing report  N.B. Evidence from high street retailers not acceptable.	Ophthalmologist <b>OR</b> Ophthalmic Surgeon <b>OR</b> Letter from the National Council for the Blind confirming registration with the council. <b>OR</b> If a student has attended a school for the Blind, a letter on headed notepaper signed by the principal which confirms attendance at the school.  In the case of an Ophthalmologist/Ophthalmic Surgeon the evidence of disability should provide a diagnosis of severe reduction in vision that cannot be corrected with standard glasses or contact lenses, thereby reducing the person's ability to function at certain or all tasks. The diagnosis of a reduction in vision must be in relation to Best Corrected Visual Acuity or Field of Vision.



Deaf/Hard of Hearing	Evidence of Disability Form <b>OR</b> Existing report  <b>N.B.</b> Evidence from high street retailers not acceptable.	An audiogram from a professionally qualified Audiologist and/or ENT Consultant, with signature, clearly indicating moderate to profound bilateral hearing loss (i.e. above 40dB). <b>OR</b> If a student has attended a school for the Deaf, a letter on headed notepaper signed by the principal which confirms attendance at the school.
Developmental Co-ordination Disorder (DCD)/ Dyspraxia/ Dysgraphia	Full diagnostic report	Psychologist <b>OR</b> Occupational Therapist <b>OR</b> Neurologist <b>OR</b> Paediatrician
Mental Health Condition	Evidence of Disability Form completed <b>no more than 5 years</b> before point of Needs Assessment. <b>OR</b> Existing report which must be <b>no older than 5 years</b> at point of Needs Assessment.	<b>Consultant Psychiatrist</b> <b>OR</b> <b>Specialist Registrar</b>
Neurological Condition (incl. Epilepsy and Brain Injury)	Evidence of Disability Form <b>OR</b> Existing report	Neurologist <b>OR</b> Other relevant Consultant
Physical disability	Evidence of Disability Form <b>OR</b> Existing report	Orthopaedic Consultant <b>OR</b> Other relevant consultant appropriate to the disability/condition

Significant ongoing illness	Evidence of Disability Form <b>no more than 5 years</b> before point of Needs Assessment. <b>OR</b> Existing report which must be <b>no older than 5 years</b> at point of Needs Assessment.	<p><b>Diabetes Type 1:</b> Endocrinologist <b>OR</b> Paediatrician</p> <p><b>Cystic Fibrosis (CF):</b> Consultant Respiratory Physician <b>OR</b> Paediatrician</p> <p><b>Gastroenterology Conditions:</b> Gastroenterologist</p> <p><b>Other Conditions:</b> Relevant Consultant or Consultant Registrar in area of condition</p>
Speech and Language Communication Disorder	Evidence of Disability Form <b>OR</b> Existing report	Speech and Language Therapist
Specific Learning Difficulty (incl. Dyslexia & Dyscalculia)	A full Psychological Assessment Report which contains relevant attainment scores and clearly diagnoses a Specific Learning Difficulty.	<b>Psychologist</b> <b>OR</b> <b><i>An assessor who is accredited by PATOSS.</i></b>

## ***Appendix 2.b: Residency, Nationality and Immigration Criteria***

### **Nationality**

To qualify the participant must be either:

- an Irish national
- a national of another EU member state, the European Economic Area (EEA) or Switzerland

In relation to the withdrawal of the United Kingdom from the European Union, for the 2020/21 academic year United Kingdom nationals studying in Ireland may continue to be supported under the FSD provided they meet the other criteria of the FSD e.g. eligibility criteria for support, approved course and HEI.

Participants who are non-EU nationals, but who are eligible for free or reduced fees in line with the criteria for the [Free Fees Initiative](#), may be considered for eligible for funding under the FSD subject to meeting other relevant FSD criteria.

**Proof of nationality must be provided – examples of acceptable documentation may include for example a copy of the student’s passport or driver’s license.**

### **Residency**

To be eligible for support under the FSD, a participant must be legally resident in Ireland for at least three of the five years up to the day before their approved course commences in an approved HEI. If the participant does not qualify at the beginning of their course, it is possible for them to meet this requirement during their studies. This should be reviewed at the beginning of an academic year.

## ***Appendix 2.c: Documentary Evidence of Residency***

*How do I prove residency for 3 of the last 5 years in Ireland, the EU/UK/EEA or Switzerland?*

### **Examples of acceptable documentation may include -**

- Evidence that you sat the Junior Certificate and Leaving Certificate exams in Ireland, or equivalent school exams in the EU, UK, EEA or Switzerland if it was in the past five years;
- A letter from a school principal in Ireland, the EU, UK, EEA or Switzerland confirming your attendance at a school if it was in the past five years;
- Social Welfare Statements or equivalents from the EU, UK, EEA, or Switzerland;
- Utility bills (i.e. from electricity/phone/gas/cable television/broadband provider) Printed online bills are acceptable. Mobile phone bills are not acceptable;
- Registration with the Residential Tenancies Board or equivalent from the EU, UK, EEA or Switzerland;
- P60s/P45s/ P21s; or equivalent
- Statements or other correspondence from bank/building society/credit union including eStatements with activity in the country outlined in your application (Statements from store cards/catalogue companies are not acceptable);

Other official correspondence from an Irish state agency e.g. government departments; HSE; Register of Electors/polling card; CAO; An Garda Síochána; Public / Private hospitals, Residential Tenancies Board (RTB) or third level college, Secondary school /training agency, NCT Reports or reminders, An Post, TV Licence, National Government Health Screening Programme(s) and/or;

Correspondence from an insurance company regarding an active policy (Home or Car Insurance Policy Only).

Please note that evidence of your residence in Ireland can only be accepted in respect of periods of lawful presence in the State and the documents that you provide should be in respect of such periods. Periods of unlawful presence cannot be considered.

You do not have to submit documents for 36 individual months. The 3 years do not have to be consecutive, as residency can be proven in 2 or more separate periods.

## Appendix 3: Request for Temporary Adapted Exam Arrangements

### Temporary Support

(This relates to any illness, injury or condition that has been in existence for **less than 12 months**)

<b>Student Name:</b>	
<b>Student Number:</b>	
<b>Student E-mail:</b>	
<b>Current Address:</b>	
<b>Mobile Telephone Number/ Land Line Telephone Number:</b>	
<b>Please provide details of the exam(s) you are applying to sit, i.e. exam subject(s) and date(s):</b>	

### Applicants:

All students who require temporary adapted arrangements are required to complete and submit this form for any exam sitting they are undertaking, together with an up to date medical certificate/ letter. This enables the appropriate adapted arrangements to be put in place to support them. Temporary support is based on recent documentation only.

### Deadline:

- Completed application forms for Adapted Exam & Study Arrangements must be received six weeks before the commencement of examinations. This timeframe may only be reviewed in exceptional circumstances<sup>1</sup>.
- Deadlines are necessary to ensure your needs may be appropriately met. Students who require Adapted Examination Arrangements due to illness, disability or personal circumstances are invited to contact the appropriate staff member to discuss their requirements.

---

<sup>1</sup> Exceptions include accidents and bereavements.

**Supporting Documentation (please see details in Appendix 3.1):**

- It is your responsibility to declare any condition or situation that may require accommodation and to complete the requisite paperwork, which will necessitate supporting documentation from a relevant medical health professional. This enables the appropriate adapted arrangements to be put in place to support you. See Appendix 1.1 for details of acceptable supporting documentation.

**1. What is the medical reason for your request?**

**2. What support are you requesting? Please tick the requirement(s) that would be most suitable for you (A medical consultant certificate is required in support of the following requests. Examples of recognised professionals for the purpose of verification of illnesses/injury/conditions are listed in Appendix 1.1):**

- Additional time.**
  - Reader/Scribe<sup>2</sup>.**
  - Recorded Exam.**
  - Use of Assistive Technology or Software.**
  - Alternate Exam Location (GP letter may suffice).**
  - Other (Please specify):**
- 

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<sup>2</sup> If you will be availing of services of a Reader/ Scribe, a practice session is strongly recommended and can be arranged by special appointment if required by the candidate.

## Appendix 3.1

### Documentation required for Application of Adapted Study & Exam Arrangements (Temporary Condition)

Condition	Supporting Documentation From:
Broken Bone / Serious Sprains etc.	Hospital Doctor
Physical Mobility Condition	<ul style="list-style-type: none"><li>• Chiropractor, Neurologist Consultant, Orthopaedic Consultant, Osteopath, Physiotherapist, other consultant specific to condition – where additional time is being sought</li><li>• Medical Practitioner – where alternative venue only is being sought</li></ul>
Medical Condition	<ul style="list-style-type: none"><li>• Relevant consultant in area of condition – where additional time is being sought</li><li>• Medical Practitioner – where alternative venue only is being sought</li></ul>

Condition	Supporting Documentation From <sup>3</sup> :
Mental Health Condition	<ul style="list-style-type: none"><li>• Psychiatrist (report) – Where additional time is being sought;</li><li>• GP/Psychologist/Psychotherapist – where alternate exam venue only is being sought.</li></ul>

#### Please Note:

- In the case of applications for additional time, please note that a relevant consultant's letter is required and a GP or other medical letter will not suffice.
- Certificates must contain the following information:
  - exact nature of the illness/injury/condition,
  - impact of the illness/injury/condition on the applicant's ability to undertake examinations,
  - confirmation that the adaptation being applied for (which should be named) is medically necessary.
- All relevant certificates should be attached to the application form.

**Further information is available from:**

- Professional Practice Courses (PPC I & II) – Emma Cooper, Student Support Service ([studentadvisor@lawsociety.ie](mailto:studentadvisor@lawsociety.ie) / 01-8815717).
- FE-1 Examinations – Paula Sheedy, Education Officer ([p.sheedy@lawsociety.ie](mailto:p.sheedy@lawsociety.ie) / 01-6724802).



## Appendix 4: Standard Reasonable Accommodations for participants with disabilities

### Learning supports

- **Assistive technology:** a range of hardware & software assistive technology packages and devices are available e.g. Jaws, ClaroRead, Read & Write Gold, Livescribe smartpen.
- **Assistive Technology Trial Service:** Participants can trial various devices and software to find what best meets their needs
- **Alternative Format Textbooks:** mostly these take the form of electronic formats which can be read using screen reading software.
- **Copies of lecturer's notes and/or power-point slides:** provided to all participants before lectures.
- **Peer note-taker:** Lecture/tutorial notes can be provided for a student who has difficulty writing dependent on a willing volunteer
- **Study skills and Learning Support:** As required by an individual's disability
- **Personal Assistant:** a student may require the assistance of a P.A. to assist with personal functions.
- **Loop system:** available in lecture theatres
- **Mobility Orientation:** to familiarise participants with the routes to and from lectures, the canteen, the library, as necessary.

### Examinations and Assessments

- **Time extension** on assignments
- **Extra time** to complete each examination paper.
- **Alternative Venue for Exams:** for medical reasons a student may require an alternative venue for examinations.
- **Dictation to a scribe:** (someone to whom you dictate your examination answers).
- **A Reader:** will read and re-read part or all of the examination paper as well as any part of the candidate's text as requested.
- **Spelling and grammar waiver:** this is given by the examiner to accommodate for the educational disadvantages experienced by participants with a specific learning disability resulting in poor grammar and spelling.
- **Separate examination rooms and invigilators:** this facility may be useful if the student is using assistive technology, or is using an educational support worker (PA) or sign language interpreter.
- **Use of a Computer and Assistive Technology in Exams:** The student may be allowed to complete their exam on a computer with the aid of assistive software.

## Appendix 5: Guidelines and Procedures for Reasonable Accommodations in Examinations

### **Additional Time for Examinations**

In the case of applications for additional time please note that a medical consultant or specialist letter is required (see Appendix 1) and a GP or other medical letter will not suffice.

An additional allowance of 10 minutes per hour of an examination may be granted in the following situations:

- Where the average speed of communication and/or reading of the candidate is below that of candidates without disability.
- Where a candidate's communication is affected because they tire easily, or have limited strength or flexibility.
- Where disability worsens due to stress and /or environmental variations (e.g. psychological/psychiatric conditions, epilepsy, arthritis).
- Where candidates experience pain and/or muscular spasm.

### **Dictation to a Scribe**

A scribe may be assigned to participants to type answers dictated by a candidate. Please note participants using a scribe will be recorded to allow examiners to check material presented. A separate examination room is provided when this accommodation is used. Scribes will only be granted for participants who cannot use a computer due to the nature of their disability. It is the responsibility of the candidate to have had adequate practice in the use of a scribe. A practice session is strongly recommended and can be arranged by special appointment if required by the candidate.

A Scribe:

- Shall not provide any factual help or offer suggestions to a candidate;
- Shall not advise the candidate on how to organise responses.

### **Readers**

A reader will read and re-read the entire, or part of the examination paper, as well as any part of the candidate's text, as requested. Sometimes a candidate may need a reader and a scribe. In such instances the same person may act as both. The reader will be able to read accurately the examination paper at a reasonable rate. It is the responsibility of the candidate to have had adequate practice in the use of a reader. A practice session is strongly recommended and can be arranged by special appointment if required by the candidate. If a reader is not the primary means by which a candidate is accessing an examination paper (e.g. if it is being provided electronically or in Braille), then it may be possible for the invigilator to read the paper or parts thereof to the candidate.

A Reader:

- Shall not provide factual help or offer suggestions to a candidate;
- Shall not advise the candidate on how to organise responses.

### **Use of Technological Aids**

Participants may be granted permission to use voice-recorders, personal computers/laptops and/or relevant software, as appropriate.

This may be reviewed in exceptional cases, such as in the case of participants with multiple disabilities.

### **Presentation of Examination papers**

The following alternative presentations are allowable and the Education Centre will endeavour to provide them on request:

- On coloured paper.
- Enlarged to A3.
- Audio versions.
- Sign-language interpreters.
- Braille.
- Speech synthesiser.
- Readers.

### **Alternate Exam Location**

Participants may be facilitated to undertake examinations in an alternate setting. Only in exceptional circumstances should a candidate have a separate and individual venue.

The Education Centre has a right to deny a request for accommodation and/or auxiliary aid if the documentation does not identify a specific disability and/or functional limitation, if it fails to verify the need for the requested services or if it is not provided in a timely manner. The Education Centre can refuse to provide an accommodation and/or auxiliary aid that is inappropriate or unreasonable, including any that: pose a direct threat to the health or safety or others, constitute a substantial change or alteration to an essential element of a course or examination, or pose undue financial or administrative hardship on the School.

### **Notification of Disability to Examiner**

The Education Centre may notify examiners of your disability at your request. All examination papers are marked anonymously and the candidate's identity will never be disclosed to examiners. It is your responsibility to provide details of the exam(s) you are applying to sit on the Disability Registration Form at each exam sitting in order that your examiner(s) can be notified of your disability. When marking scripts from participants with Specific Learning Difficulties (SLDs), examiners are advised to follow marking guidelines as detailed in Appendix 6

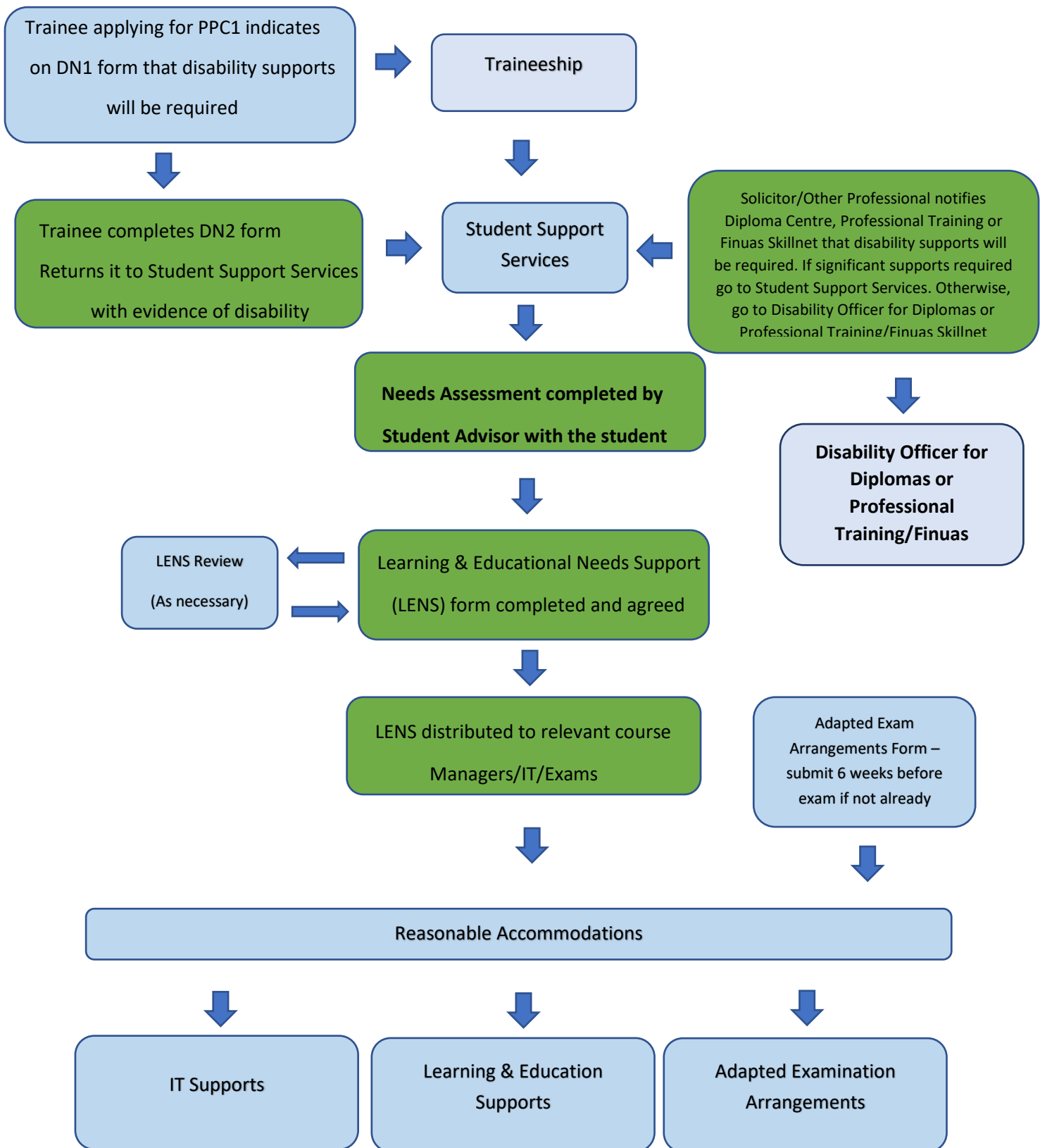
## Appendix 6: Procedures for Examiners when Marking Scripts from Participants with Specific Learning Difficulties (SLDs).

When marking the examination script of a student with a SLD, the following Marking Guidelines should be taken into consideration:

1. First, read the script quickly to judge the student's underlying understanding of the topic; then assess their performance against the learning outcomes. If the script contains all the required elements but does not introduce them in a clear logical order, avoid penalizing the student for a lack of structure in their writing unless this is a stipulated competency being assessed.
2. Errors in **spelling** do not mean that the student is confused about the meaning of the word or its function in their writing. Generally, such errors do not lead to ambiguity and should not be penalised when subject knowledge is being assessed.
3. **Lexical** errors, such as *coarse* for *course*, do not mean that the student is confused about the meaning of the words. This kind of error should not be penalised unless it leads to ambiguity.
4. **Grammatical** errors, like incorrect tense endings, lack of subject – verb agreement and incorrect word order may not affect the meaning of the sentence. This kind of error should not be penalised unless it leads to ambiguity.
5. **Punctuation** may not be used as a tool for clarifying meaning. Scripts may contain long sentences that are difficult to follow with indiscriminate punctuation or no punctuation at all. Very short sentences or fragments of sentences might also be produced. This kind of error should not be penalised unless it leads to ambiguity.
6. Some participants may have **restricted vocabulary** and use a far more limited range of words. Avoid penalising participants who may have an immature style of writing, unless written communication is a specified learning outcome.
7. In all subjects, if the surface errors or structural flaws make the student's work so ambiguous that it is impossible to decipher the meaning, then this diminishes his/her ability to demonstrate the module's learning outcomes and this would be reflected in the marks awarded.

Adapted from Guidelines for Marking the Work of Participants with Specific Learning Difficulties (University of Central Lancashire).

## Appendix 7: Procedures to Access Disability Supports



## Appendix 8: Personal Emergency Evacuation Plan (PEEP)



### Personal Emergency Evacuation Plan (PEEP)

#### ***Introduction:***

The Law Society has a legal responsibility to protect you from fire risks and to ensure your health and safety whilst on premises. Where the evacuation procedures already in place do not cater for people with a disability, who may require specific support in case of an evacuation, a Personal Emergency Evacuation Plan (PEEP) will need to be developed for that building user, following the process outlined in Appendix 2. A building user refers to any staff, students or visitors to the Law Society, who may require assistance in the event of an evacuation.

The aim of a PEEP is to provide people who cannot get themselves out of a 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. Anyone who could have difficulty following the normal evacuation plan for a building could potentially need a PEEP.

**This form is in two parts:**

**Part A: Emergency Evacuation: Questionnaire**

**Part B: Personal Emergency Evacuation Plan (PEEP) - Agreed Plan**

**Please fill in Part A – the Emergency Evacuation Questionnaire if:**

- a) You require information about our emergency evacuation procedures.
- b) You need assistance during an emergency.

It shouldn't take you more than a few minutes to complete the questionnaire.

**What will happen when you have completed the questionnaire?**

The needs assessor will be able to provide you with information you need about the emergency evacuation procedures in the building(s) in which you study / work.

If you need assistance, the needs assessor will be able to work out a Personal Emergency Evacuation Plan (PEEP) for you and discuss the best ways of getting you out of the building quickly and comfortably. There may be some parts of the premises where safe evacuation cannot yet be provided without alterations to the building / structure. In these circumstances the way forward will be discussed with you.

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## Part A: Emergency Evacuation: Questionnaire

### Location:

1. Which part of the building do you normally work in / study / visit?

--

2. Do you routinely use more than one location in this building?

YES  NO

If you feel it is necessary, please provide further details below. (Please list the floors & rooms you use in each building)

<b>Location 1:</b>	
Building:	
Floor:	
Room:	
Days/Times spent at Location:	
<b>Location 2:</b>	
Building:	
Floor:	
Room:	
Days/Times spent at Location:	
<b>Location 3:</b>	
Building:	
Floor:	
Room:	
Days/Times spent at Location:	

<b><i>Emergency Procedures</i></b>	<b><i>Yes</i></b>	<b><i>No</i></b>	<b><i>Don't Know</i></b>
Are you aware of the emergency evacuation procedures which operate in the building(s) you attend?			
Do you require written emergency evacuation procedures?			
Do you require written emergency procedures to be supported by Sign Language interpretation?			
Do you require the emergency evacuation procedures in Braille?			
Do you require the emergency evacuation procedure to be on audio recording?			
Do you require the emergency evacuation procedures to be in large print?			
Are signs which mark emergency routes and exits clear enough?			
Would tactile signage / floor surface information be of assistance?			
Do you understand the concept of a Fire Refuge area?			
Might the measures needed for you to escape from the building in an emergency affect the safe escape of other occupants?			
Do you think that any special training is required to give you the assistance that you would need in an emergency?			
<b><i>Emergency Alarm</i></b>	<b><i>Yes</i></b>	<b><i>No</i></b>	<b><i>Don't Know</i></b>
Can you hear the fire alarm in normal circumstances?			
If you have difficulty in hearing the fire alarm, would a visual indicator assist?			
Is there any special or purposely designed hearing system / device available that might assist you hearing the fire alarm more clearly?			
Could you raise the alarm if you discovered a fire?			

<b>Assistance</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Do you require an aid to help you move around the building for example: a cane, guide dog or other equipment?			
Do you need personnel assistance to get out of your place of work / study in an emergency?			
Is anyone designated to assist you to assist you in an emergency? If YES, please detail at end of this document			
Is the arrangement with your assistant(s) a formal arrangement? (i.e. specified in procedure or job description)			
Are you always in easy contact with those designated to help?			
In an emergency, could you contact the person(s) in charge of evacuating the building(s) and tell them where you were located?			
<b>Getting Out</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
Can you move quickly in the event of an emergency?			
Do you have a visual impairment, which would have an impact on your leaving the building unassisted in an emergency?			
Could you find your way to exit the building by an alternative route should your normal route be unavailable?			
Do you find stairs difficult to use?			
Are you a wheelchair user?			
If so, can it be dispensed with for short periods?			
Are you able to self-transfer to an evacuation chair if required?			
<b>Any other foreseeable issues / observations / or solutions?</b>			

<b>Details of assisting personnel / carers if applicable</b>

*Thank you for completing this questionnaire.*

**The information you have given us will help us to meet any needs for information or assistance you may have.**

**Completed form should be returned by email to:**

Students	<a href="mailto:studentadvisor@lawsociety.ie">studentadvisor@lawsociety.ie</a>
Staff	<a href="mailto:hr@lawsociety.ie">hr@lawsociety.ie</a>

## Part B: Personal Emergency Evacuation Plan (PEEP) - Agreed Plan

(Completed by PEEP team)

<b>Building Username:</b>	
<b>Course / Department Name:</b>	
<b>Phone Number:</b>	
<b>Email:</b>	
<b>Assessor Name(s):</b>	
<b>Date:</b>	

### Designated assistance:

Where applicable, the following people have been designated to give assistance when the building user needs to get out of the building in an emergency.

Name	Primary Location	Contact Details

Designated assistants have been informed of and provided a copy of the emergency procedures drafted to assure the building users safety:                      Yes                       No

### Building area covered by this PEEP:

*e.g. Education Centre / Main Building / Green Hall etc.*

--

### Equipment provided.

*e.g. Evacuation Chair, Communication System*

--

### Building user to be informed of an emergency evacuation by:

<b>Visual alarm system</b>		<b>Existing alarm system</b>	
<b>Vibrating Pager</b>		<b>Other (please specify below)</b>	
<b>Other (Specify)</b>			

### Personal Emergency Evacuation Procedure(s):

*Details of the specific emergency procedures from the first alarm warning up to the building user reaching a “place of safety”. Step by step account of how the Law Society will ensure that the building user will reach a place of safety from first alarm actuation to final exit.*

*The procedure should include steps on alarm activation, evacuation and making themselves known to person in charge of evacuation.*

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	

*(To be provided by the Assessor Team) – If more than one location – use separate sheet*

**Diagram if required:**

--	--

**Assessment sign-off:**

<b>Signed (Course Leader / Line Manager)</b>		<b>Date:</b>
<b>Signed (Building User)</b>		<b>Date:</b>
<b>Review Date: (Max 1 Year)</b>		

## Appendix 1 – Guidance notes

### ***Steps to produce a Personal Emergency Evacuation Plan (PEEP)***

1. The Student Support Service (for students) or Human Resources (for staff / visitors) will publicise the PEEP process and seek to encourage building users who may require such a plan to engage with the process.
2. The needs assessor will consult with these building users to determine their requirements for emergency evacuation.
3. Assess building to determine individual procedures for emergency evacuation, taking into account the points highlighted in Part A of this document.
4. Produce agreed Personal Emergency Evacuation Plan (Part B).
5. Provide building user and all relevant staff and/or designated assistants with PEEP and commence training of any designated assistants if required.
6. PEEPs should be reviewed and updated regularly; at least annually or sooner if there are changes in the buildings use, if an individual's requirements change or if there are changes to the physical environment. A review date should be agreed for every PEEP before signing off.

#### **Notes:**

- 1) The PEEP should, as far as practicable, be specific to individual areas of study / work. However, if, for example, a number of activities are proposed to take place in adjacent areas from which escape will be affected using the same emergency provisions then it may be possible to assess the provisions on one form. Normally, people who are deaf or hearing-impaired persons will be able to be assessed on one form since the provisions made for them are likely to be the same regardless of location.

2) It is important to distinguish in the PEEP whether the area to be accessed will be used inside or outside of 'normal' working hours. It is likely that certain areas of buildings will be inaccessible outside of normal working hours e.g. for security reasons. The PEEP needs to demonstrate that this has been adequately considered.

3) If a building assessment deems that a particular area does not meet the general access requirements for the individual student being assessed then alternative management arrangements will need to be identified.

**Assistance methods / techniques to consider for PEEP team:**

1. Use fire lift as advised by building staff or fire officer
2. Go to nearest refuge area and await further instruction
3. Go to nearest refuge area and call for assistance using communication system or mobile phone or send assistant for help.
4. Proceed downstairs by means of Evac Chair or stairmate



## Appendix 2 - Law Society PEEP Flow Chart

